Growing Parent®

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Saying "yes" (si, oui) to bilingual families

Want to teach your child a second language? Here are some ideas about how and when to start.

By Joan Wester Anderson

Preschooler Marietta has to remember which of her dolls understands Lithuanian and which understands English.

Three-year-old Sam uses both English and Persian words in the same sentence.

And kindergartner Jacob was astonished to discover that his visiting grandfather could speak Swedish too!

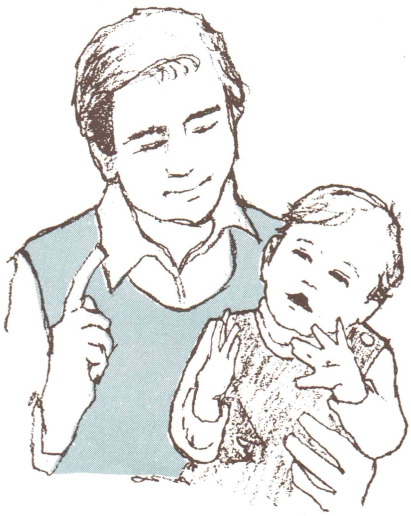
These youngsters are being raised in bilingual American households, a not-very-common practice in the United States, despite thousands of adult citizens who speak more than one language fluently. The practice does seem to be growing, however, encouraged by both linguist scholars and parents who have overcome a feeling of "immigrant inferiority" and now see enormous benefits in knowing more than one tongue.

"Bilingual child-rearing is like breast-feeding," says a French-speaking American mother. "It is giving a child a tender gift. It costs nothing, and fits in beautifully with everyday life."

Advantages of two

In addition, educators believe that knowing two languages may encourage a child's ability to think in different ways and improve his self-image. It can also strengthen family ties and make a child more appreciative of his cultural background and traditions. Bilingual aptitude can also widen both friendship and career opportunities as a child grows.

Parents need not be naturally fluent in a second tongue in order to teach it; a growing number of households are "adopting" a second language and finding that everyone benefits.



Several approaches

If you or another close member of your family speaks a second language and wish to pass it on to your children, there are several approaches you can use. Determining the appropriate method will depend on several factors:

Are one or both parents naturally bilingual?

Or are one or both parents themselves learning and sharing a second language?

And most important, what is the level of commitment to the second tongue?

Consistency matters most

Most experts believe that firmness and consistency matter more than fluency: "A young child's use of a second language waxes and wanes according to the degree of exposure," one linguist explains. "If you're lapsing into English during every important moment, your child will learn that his other language really

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Educators believe that knowing two languages may encourage a child's ability to think in different ways and improve his self-image.

doesn't matter very much. So whatever teaching method you choose, stay with it."

Teaching options involve:

- **One parent, one language.** This is the most standard method, in which Mom speaks only one language to the baby and Dad speaks the other, to limit confusion.
- **Second language only at home.** Both parents speak the non-English tongue to the child at home right from the start, letting him pick up English from other sources — TV, playmates and/or preschool. (Whether or not parents speak English outside the home seems a matter of preference)
- **Daily interaction with a non-parent native speaker of the language,** such as an au pair girl or live-in grandparent. This method is the least successful of the three, but does offer some exposure in the second tongue.

Guidelines for success

Whatever the method, there seem to be at least four guidelines that are central to the success of any bilingual upbringing:

1. **Start young.** Although an occasional parent waits until her toddler has mastered basic English and then introduces a second tongue, most adults believe in beginning earlier. What Baby hears, baby imitates, especially during the optimum language-learning years which psychologists believe are from birth through age twelve.

Because an infant has no preconceived ideas about how language *should* be learned, he is apt to dive in fearlessly — and learn at a rapid pace. Children raised bilingually often tend to use the two languages as one until age three, and may temporarily lag behind peers in English skills. This is a normal by-product of early bilingualism, and does not seem to last very long.

2. **Teach by immersion rather than instruction,** forget about the proper usage of verbs (as is done in most school settings) but do use the second language correctly and often. Talk, sing, and play with your baby in the second tongue, in the most natural settings.

As he grows, ask questions, read foreign-language storybooks, utilize second-language radio stations, phonograph records and movies, if possible. Avoid the impulse to translate, even if your child would understand better in English.

"To learn a language effectively, you must believe that you *need* it in order to make yourself understood," explains one parent. "Thus, set rules at home to ensure use of the other language. Don't scold, but if the rule is 'no English', always answer the child in the non-English language."

Consistency is extremely important; your child should know who is speaking the first language and who the second, and where each is spoken, and the pattern should remain the same. If teaching efforts are sporadic and half-hearted, the child will eventually revert completely to English.

3. **For school age children encourage reading and writing as well as oral fluency.** Studies on second-generation Americans have shown that without instruction in vocabulary and grammar, the other tongue slides in importance as a child grows, and is finally relegated to a "kitchen language," needed only for conversation with loved ones.

Instead, parents should insist on a structured lesson plan — twenty minutes a day or a half-hour three times a week — to study the language in written form.

Depending on your child's age, he can use study time to read from a foreign-language storybook, write a letter or diary entry or a note to you, or even practice with flash cards. Such activities can be added to regular school homework sessions or you might consider hiring a tutor to further such skills.

4. **Provide your child with a social sphere of others** who speak or who are learning the language. If you are passing on a family tongue, your child will probably have access to relatives who are fluent in it.

You might also enroll him/her in a bilingual preschool, private Saturday school, university lab, summer camp or other cultural support where he can meet peers fluent in the same language. Some parents also create their own programs, starting a weekly tutorial session or arranging picnics and other regular events where everyone is asked to speak the mother tongue.

If you are teaching your child an "adopted" language, you can seek out the same types of activities, but you also might want to add a summer au pair girl, occasional tutor or other person fluent in the other language to bolster your efforts.

If possible, try to take your children on vacations to places where the second language is spoken, especially if they do not have a wide circle of bilingual friends. Seeing the culture and heritage connected with the language can stimulate interest in keeping it alive.

It is not unusual for a child's second tongue to wane once he has started to school, is surrounded by English-speaking peers and, in some cases, is even encouraged by teachers to forget his bilingual roots. But if parents persist and remain consistent, interest in the second language will surface again, this time permanently.

Consistency is extremely important; the child should know who is speaking the first language, who is speaking the second, and where each is spoken.

"I used to be a little embarrassed about speaking Polish, especially when I was in high school," says one young woman, "but now I'm glad my mom and dad insisted on it. My second language makes me feel that I am more interesting to people; it makes me more effective and confident in my job. Most important, it has kept our family together in a very special way. We are so proud to be who we are!"

Joan Wester Anderson is a wife, mother of five and freelance author of books, articles and short stories, many of them dealing with family topics.

Books and records for learning a second language

By Ruth B. Roufberg

The best way for preschoolers to learn a second language is the same way they learned their first: through casual everyday talk, song, and play.

But if parents aren't sufficiently fluent in the new language, books and records are a necessary resource.

Let it be noted at the start that a child cannot learn a language alone simply by being plunked down with an audiocassette that recites lists of words. Indeed, formal lessons of any kind are not the best beginning.

There are far more pleasant and informal ways to introduce a new language.

Television

Television is one such way. Children will learn a smattering of French and Spanish in "Mister Rogers' Neighborhood" and a bit of Spanish on "Sesame Street." Watching the lip movements is especially helpful in learning to reproduce the sounds correctly.

Check the school-hours TV schedule of your local PBS station (it's probably not published in the paper, but you can get it directly from the station). Language lessons are usually presented amusingly in short dramatic scenes.

Books

Look for the foreign-language versions of books your child already knows and loves. Many of the *Spot* books by Eric Hill *(Where's Spot?, Spot's First Birthday,* etc.) are available in German, Italian, Japanese, Hebrew and other languages.

There's *Le Chat au Chapeau (The Cat in the Hat)* — Random House, 1967; *Le Petit Chaperon Rouge (Little Red Riding Hood)* — Haier, 1968; *Jorge el Curioso (Curious George)* — Houghton Mifflin, 1961; and *Babar's Spanish Lessons* and *Babar's French Lessons* — Random House, 1965. Some are out of print, but I found them all in the foreign language section of the children's room in my local library.

Spanish-language cartoon versions of *Caperucita Roja (Little Red Riding Hood), El Flautista de Jamelin (The Pied Piper of Hamelin), and Los Tres Osos (The Three Bears)* with very simple and limited vocabulary are available for $2.95 each from Holt Associates, 729 Boylston Street, Boston, MA 02116.

The same source offers those who are more proficient in French a cassette/storybook package of *Blanche Neige et les Sept Nains,* made for French children by Walt Disney and based on his movie *Snow White and the Seven Dwarfs.* The price is $6.98. In all cases, add $1.20 postage for up to three items, 40¢ more for each additional item.

Cassettes

While it is easy to flip through a book and decide in a few minutes whether it is right for your child, it is much harder and more time-consuming to evaluate audiocassettes.

We have listened to enough language learning tapes, though, to offer some guidelines for judging them.

- Listen, if possible, before buying. Make sure the diction is clear and that the words are spoken slowly enough and repeated

so that a young child has time to master the pronounciation.

• Is the vocabulary useful? Shun such arbitrary phrases as "My room is blue" or "It is seven o'clock" when no other color or number is taught.

• Are the activities motivating? Not many children will follow such dull instructions as "Stand up, walk to the window, turn around" or believe such rhetorical comments as "Very good" or "You're getting better."

Consider, instead, more playful ways of introducing preschoolers to a new language.

Records

Some of your child's favorite recordings may be available in foreign languages.

For instance, there's a Spanish version of the first two albums of Hap Palmer's *Learning Basic Skills Through Music.* Some of the records by Sharon, Lois & Bram, and by Raffi include a few French songs.

When deciding between record or cassette format, keep in mind that records usually contain more informative jackets and always include the lyrics. If you prefer the convenience of cassettes, it's good to check whether a songsheet is available.

Songs in Spanish for Children is an upbeat collection of songs and games that should appeal to all ages from two to ten. Although it's entirely in Spanish, it's easy to enjoy because key words are translated in the sheet of lyrics that accompanies both the record and cassette, and many of the melodies are already known.

The songs introduce a wide range of useful vocabulary in familiar contexts: what the animals say, the Spanish version of the week's chores ("This is the way we wash our clothes"), counting, months of the year, shopping, resting, and games. Three voices and a children's chorus provide variety. ($10.50 from Children's Book & Music Center, P.O. Box 1130, Santa Monica, CA 90406-1130)

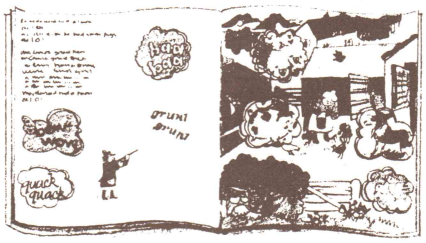
"Sing Children Sing" is a series of records that each contain songs from a single country (examples: France, Italy, Israel, Mexico, and The Congo) sung by native children's choruses.

The records were produced in cooperation with UNICEF (The United Nations Children's Fund) and include games, dances, lullabies, and story songs. Even children too young to learn the songs can absorb the sound of the language. The records, but not the cassettes, come with all the lyrics and English translations. ($8.98 each from Children's Book & Music Center)

Spanish-English Basic Awareness is a record that would be useful for a small playgroup. Activity and game songs with simple melodies and good vocabulary are sung slowly in both Spanish and English. Because there are group games (recognizing and moving body parts, naming objects in the room) and children are given time to respond, the record needs an adult or teenage leader. (Record with song sheet and game directions, $8.95 from Children's Book & Music Center)

For those of school age, *Children's Living French* and *Children's Living Spanish* offer the best format we've seen for structured study. Each of forty lessons (on two tapes) is a dialogue centered around everyday family life: getting up, going to school, visiting the playground, shopping, watching TV, going to the circus and beach, familiar stories (The Three Bears, Three Little Pigs, Red Riding Hood). Cultural experiences, such as breaking the pinata at a birthday party, are incorporated into the playlets.

Accompanying print materials include a 96-page illustrated lesson manual containing the entire dialogue in both the language of the cassette and the English translation, and a two-way picture dictionary. Three courses are being newly repackaged by Crown Publishers and will sell in bookstores for $17.95.



For more information on bilingualism in early childhood, call the National Clearinghouse for Bilingual Education at 1-800-336-4560.

Children's Book & Music Center, P.O. Box 1130, Santa Monica, CA 90406-1130 is an excellent source of multi-cultural and foreign language books, records and audiocassettes. Those who live in southern California can listen to the records and see the books in the showroom at 2500 Santa Monica Boulevard. Others can telephone the toll-free number, 1-800-443-1856, to request a free catalog or for guidance in selecting materials.

In many areas school supply stores (look up that heading in the telephone yellow pages) permit customers to listen to records before buying.

Please note: None of the items mentioned in this article are available from **Growing Child.** Please order from listed sources.

Ruth B. Roufberg is a toy consultant who writes frequently about play and learning. She reviews toys and games for *Parents' Choice* and *Gifted Children Monthly*, and is consulting editor for the new magazine *Good Toys.*

You won, Jennifer

by Marjorie Flathers

Not long ago when I attended a bridal shower for a friend, her four-year-old niece, Jennifer, was the only child there.

We played the usual shower games, including Bridal Bingo, and Jennifer's mother let Jennifer put in a marker or two. Jennifer watched with interest as her mother filled in the card.

When it was full, her mother announced, "You won, Jennifer!"

The little girl's face revealed that she didn't actually know what she'd done, but she gladly accepted a tiny flower arrangement as a prize.

The next game involved more skill as we tried to unscramble the names of various wedding items. When someone else finished first, Jennifer began to pout. She couldn't understand why she hadn't won this game, too. The guest, a relative, gave her the prize.

What did Jennifer win?

As the game-playing continued, Jennifer either "won" or was given each small gift. She was delighted to be taking home all the "goodies" and no one seemed to mind. But in addition to these prizes, Jennifer also took home a number of important lessons:

1. Winning is better than having fun or enjoying the company of other people.
2. Skill isn't necessary to win.
3. Jennifer deserved to win, possibly because she was the smallest person there.
4. Jennifer could get her own way by acting upset.

The adults involved no doubt meant well. They might have sensed that Jennifer felt uncomfortable in a room full of adults and giving her the prizes was their way of being nice to her.

In truth, however, the situation did little to encourage Jennifer's developing personality. Because of her age she had no idea what was going on and the flattery, rewards and attention she received soon lost their value. Even worse, her expectations of "winning" rapidly became very high.

Learning how to cope

What Jennifer needed more than gratuitous gifts were the coping resources she'll need when she enters the real world coming up: school. These resources might include:

1. Knowing what is expected in a game; understanding that sometimes skills are necessary to win.
2. Understanding that luck is usually a factor in most games.
3. Learning how to be a gracious loser — or winner.
4. Understanding that you can enjoy yourself without winning anything. One of the most important lessons a young child can learn is that prizes and praise aren't necessary for happiness, but the friendship of others almost always is.

Other options

Jennifer's mother might have approached the situation as a learning experience for Jennifer and adapted some of the games to her level. For example, after an explanation of how bingo is played, Jennifer could have practiced her letters and numbers.

Another game which involved picking up cotton balls with a spatula while blindfolded, and using only one hand, would have been an excellent exercise in using tactile and spatial skills.

Acquiring necessary resources

Outside of a party situation a three- or four-year-old can begin to acquire the same resources in other ways. Playing simple word or board games with parents, brothers and sisters or friends is a good start. Here are some guidelines that will work for a variety of situations:

1. Explain the "rules" in easy to understand words, and make sure they're followed (without being too exacting).
2. Don't give in to the temptation to let the littlest player win.
3. Teach the losers to congratulate the winners; help winners avoid being overly boastful.
4. Stress the enjoyment of the game and the pleasure you can take in one's another's company.

This kind of healthy competiton can lead eventually to family nights of Monopoly, Parcheesi or checkers, a refreshing change from video games or cartoons.

Outdoor activities such as hide-and-seek, ball toss, and simplified baseball and football-type games can be played without winners or losers. This will reinforce, while children are still quite small, the idea that being together is what truly makes the game fun.

Whether they are with adults or other children, our little ones need guidance in the practical application of their developing attitudes and abilities. Parents need to be on the lookout for opportunities to make a situation a positive learning experience — instead of just another chance for instant gratification.

Marjorie Flathers is a free-lance writer who lives in San Bernardino, California, and writes on subjects of interest to women and families. She has been married 25 years and is the mother of three children.

The Back Page

Safety checklist for nursery equipment

If you're getting ready to buy new or second hand nursery equipment, you'll find a new publication quite helpful.

Titled "Tips For Your Baby's Safety," this short leaflet provides a checklist to evaluate the features of a variety of nursery equipment, including strollers, gates, high chairs and crib toys.

The pamphlet is free for the asking. A larger, more detailed booklet — "The Safe Nursery, A Buyer's Guide" is also free. Write to:

Consumer Product Safety Commission
Office of Information and Public Affairs
Washington, D.C. 20207

New play activities guide fills a gap for families of young children with disabilities

Let's Play To Grow has just published "Recipes for Fun," the first comprehensive guide to family centered play activities for young children with disabilities.

Created by the Joseph P. Kennedy, Jr. Foundation, **Let's Play To Grow** is a play and recreation program which serves thousands of families throughout the world through locally sponsored **Let's Play to Grow** clubs, publications, and special events.

The book is designed for disabled children from birth to age eight. "Recipes for Fun" includes directions for activities and games which will promote the development of the senses, physical abilities, language, creativity and imagination, socialization and a sense of self-worth.

The book offers hundreds of illustrated instructions for traditional and unusual play activities for babies and young children with disabilities, instructions for making simple homemade toys and ideas for adapting activities to various disabilities. Sections on child development, tips for making playtime more successful and lists of organizations, books and other helpful resources add to the book's usefulness.

The cost of "Recipes for Fun" is $8.50. It can be ordered directly from **Let's Play to Grow,** Suite 500, 1350 New York Avenue N.W., Washington, DC 20005.

Also available is free information about starting a **Let's Play to Grow** program in your community.

Where are all those cute baby pictures?

If you can find them, we'd like to see them!

As you've noticed, from time to time we use photographs of children in **Growing Child.** If you have one you especially like, send us a copy and we'll use it, if it fits our needs.

No photos will be returned and we assume if you submit it, it's okay for us to use.

Product recall notice

The U.S. Consumer Product Safety Commission has determined that the Ambi Mini Racer has a small part that could present a choking hazard to children under three years of age.

The potential hazard is the hat on the "driver" of the racer. Although the racer is labeled for use by children over three, the distributor asks that the hat be removed from the toy. (The toy is now sold without the hat.)

Hats may be returned to **Growing Child,** along with the customer's name, address and signature. A credit for $1.00 will be issued to use toward a future purchase from our catalog.

Research Briefs

Excerpts from child development research

Smaller kindergarten classes, not longer days, critical factor for disadvantaged youngsters

Chicago — The full-day kindergarten is on the drawing board in many states, but a ground-breaking study conducted by the Chicago Board of Education suggests that small class size, not longer days, is the key to better education for disadvantaged youngsters.

More than 9,000 kindergarten children in poverty-area schools took the Iowa Test of Basic Skills as part of this research.

The highest scores on the achievement test were made by children in full-day *and* half-day classes averaging 16 pupils. Pupils in full-day classes of 22 to 28 fared much worse, performing below grade level in three of the four subject areas.

Lowest scores were youngsters in half-day classes with 22 to 28 pupils, who were as much as a full year behind in all four areas by the end of kindergarten.

Lengthening the school day without hiring enough teachers to keep classes small will not upgrade kindergarten education, Mr. Irving Brauer, director of research and evaluation, and Mavis Hagermann, coordinator of the study, cautioned in *Education Week.*

The researchers recommend that teachers in full-day programs tackle the problem of pupils' fatigue in the afternoon, and stress that informing parents of the program's goals and involving them in their children's education should be a high priority for teachers in both half- and full-day kindergartens.

Research Review
Volume 4 Number 7
July, 1986

Fluoridated water may have benefits for two age groups

Cambridge, Mass. — Children aren't the only ones who benefit from fluoridated drinking water, a Finnish study reveals.

The same low level of fluoridation that reduces youngsters' tooth decay by two-thirds can also reduce the number of hip fractures in older men by half and in older women by more than a third, reports the *Harvard Medical School Health Letter.*

Comparison of the rates of hip fracture among residents in two similar Finnish towns, one with fluoridated water and one without, revealed a striking phenomenon. The fluoride had apparently protected adult bones as well as children's teeth. Men drinking fluoridated water had fewer fractures at every age. Fluoride's protective effect on women was evident after age 70.

Research Review
Volume 4, Number 4
April, 1986

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT

On TEMPO Television (formerly SPN Cable Network)

Tuesdays	11:30 AM ET	8:30 AM PT
Wednesdays	8 PM ET	5 PM PT
Thursdays	2 PM ET	11 AM PT
Fridays	4:30 PM ET	1:30 PM PT

A Journey Through the First Year of Life

On CBN Cable Network

March 21 — 10 PM ET

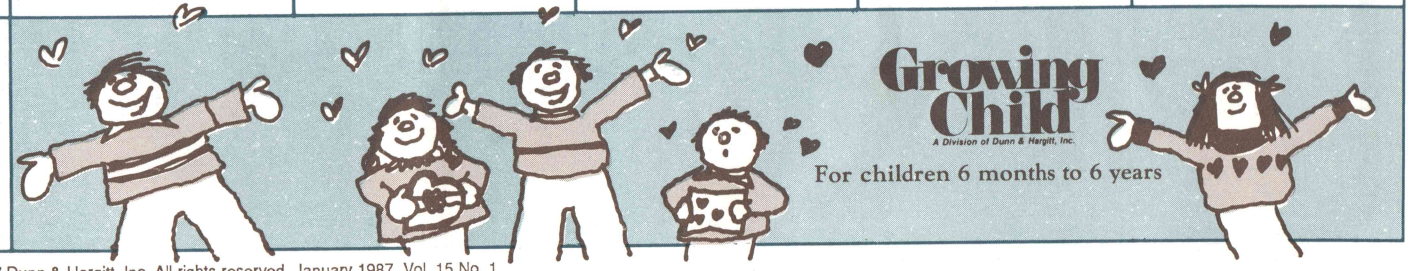
On TEMPO Television (formerly SPN Cable Network)
Also airing in March

(Call your cable company for the time and channel number in your area.)

Fun things to do in February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Is there snow on the ground? Make a snow dog.	**2** Groundhog Day. What is a groundhog?	**3** Draw on a chalkboard.	**4** Clap hands slowly . . . then fast . . . then in a steady rhythm.	**5** Circle all the 5's on this page. How many are there?	**6** Feel the differences in: –cotton balls –sandpaper –an apple –your skin	**7** Buy a new ball to play with.
8 Roast marshmallows in the fireplace (or pretend to!)	**9** Fruit yogurt for a snack.	**10** Lay objects on a piece of paper (such as a small ruler) and trace around them.	**11** Wear red today. By the way, what is your favorite color?	**12** Lincoln's Birthday.	**13** Make heart-shaped cookies.	Valentine's Day. Tell everyone in your family how much you love them.
15 Play outside in the afternoon and then have a treat—hot chocolate.	**16** President's Day. What is the name of our president?	**17** Count the plants in your house.	**18** Tape record Youngster's favorite song with Mom or Dad's singing along.	**19** Touch your toes. How many times can you do this?	**20** Learn how to shake hands.	**21** Pretend Play: At the grocery store.
22 Washington's Birthday. Celebrate with cherry cobbler.	**23** Look out the window in the morning—what do you see?	**24** Mix water, oil, and food coloring in a clear detergent bottle—what happens?	**25** What does "amigo" mean? "Amigo" means "friend" in Spanish.	**26** Learn the words to a new song.	**27** Play copy cat together: wave, make faces . . .	**28** Look in the mirror. Who do you see?

Indoor activity: Cut the top off a carrot and place cut side down in a pan of water. Set it near a window and watch what happens. Add water when necessary.



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Growing Parent®

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What to say and do when someone loses a baby

By Linda C. Anderson

"When I found out Jan and Ted were going to have their first baby, I was almost as happy for them as I had been at my own pregnancy. Jan is like a sister to me. We've worked together for years — sharing secrets, laughing and crying together."

Sylvia's hazel eyes clouded with tears as she ran her finger along the rim of a coffee cup. "I gave Jan a baby shower. She was radiant. It was as if we were sponsoring her membership into a private club called "Parents."

"Then, about a week after Jan went on maternity leave, Ted called me from the hospital. I'll never forget his voice, like an echo from the bottom of a cave. He said, 'Our baby died'."

I had no idea how to comfort him. My first impulse was to rush to the hospital, hold Jan in my arms, and cry right along with her. Yet, at the same time, I dreaded facing her. I looked at my baby's healthy, chubby face. As I kissed his forehead, I kept asking, "Why did this happen? What can I do?"

Another club

As Sylvia discovered, there is another private club. Its members are not smiling parents, returning home with their precious infants. They are bereaved, suffering people, who leave the hospital with empty arms where a baby should have been. This club is more exclusive and certainly not as cheerful. People don't ask to be members and they don't understand why they were chosen.

Approximately one in every three babies conceived each year does not reach its first birthday. In the United States 250,000 couples a year lose a child. Primary reasons are miscarriage and spontaneous abortion, stillbirth, death within the first six months due to unknown causes, and Sudden Infant Death Syndrome (SIDS).

Like Sylvia, you may know someone to whom this has happened — a family member, some friends down the street, that nice couple at church who have been trying to have a baby for years.

I also have experienced the death of a child — a stillborn baby boy. Now, fifteen years later, I lead a support group for other parents who have endured this agonizing type of loss. There are common threads that run through their stories. They tell of well-meaning people who want to help but inadvertently say or do the wrong thing. Here are some statements and actions which tend to hurt, rather than help.

- **"You should be happy you have another child at home."** Love cannot be transferred so easily. Parents who have lost a child love *that* child.

They also love their other children, but it's not the same. One child doesn't replace another. In fact, in many instances parents may have mixed feelings of resentment and gratitude for the child who lived. They think, "Why did you make it and this baby didn't?"

Also, the young child at home, who still has enormous needs, is difficult to cope with when the parent longs to be the child — to be cuddled and held and made to feel secure.

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The loss of a child can be devastating for parents, and their friends as well.

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• **"You probably shouldn't have . . . (guilt trip)."** Parents of children who die or babies who don't make it to birth are racked with guilt. They wonder if they ate too much or too little or the wrong things. They worry about whether or not they got enough or too much exercise. The list is endless.

The last thing they need is to have judgments, condemnations, or second-guessing about what should or should not have been done to prevent the tragedy. In many cases the cause of death is never determined. If the child was not planned, parents carry a double guilt, wondering if their lack of enthusiasm or anger killed the baby. Parents can have these burdens of guilt and fear for the rest of their lives.

A corollary to this kind of statement is making critical remarks about the doctor or hospital involved. These only serve to increase guilt and anger.

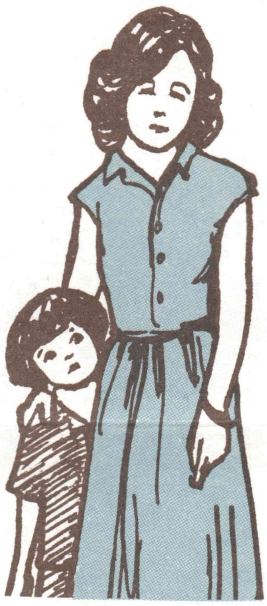
• **"You think that's bad. You should hear what happened to me."** If you sincerely want to make parents feel better about their loss, now is not the time for "one-up-manship."

Well-meaning friends also often do things that hurt rather than help. They rush to dismantle the nursery and hide all the baby clothes before the mother returns from the hospital. They try to keep the mother from pain by excluding her from funeral arrangements and memorial services. People refuse to talk about the loss, fearing to mention the baby's name or to discuss what happened.

• **"It was God's will."** Not many parents want to believe some vengeful, insensitive God took their baby away. Parents often find themselves at strong odds, maybe for the first time in in their lives, with their religious beliefs. Although many turn to religion for solace, others feel angry with God for having allowed such pain.

• **"The baby probably would have been deformed (i.e., a burden) anyway."** Parents who truly wanted a baby feel they would have loved the child, regardless of birth defects or handicaps. It hurts just as much to lose an unhealthy baby.

• **"You can always have another one."** Again, parents in their grief-stricken state don't want another baby. They want *this baby.*



• **"Try to forget it. The baby is an angel in heaven now."** This statement makes parents feel no one takes the reality of their loss seriously. The baby was not an angel. It was flesh and blood. Many times only the parents saw it. In some cases (although as hospitals and medical personnel are becoming more enlightened, this doesn't happen as often), the mother wasn't allowed to see the baby.

There is a strong sense of unreality in the whole experience, as if it were a "non-event." It's simply not true that you can't love what you've never had. A child carried in the womb, loved in the heart, has become a person to the mother and father. Now, it's as if the baby never existed.

These actions create shame and frustration. Parents often sense they have disappointed their families and friends. They don't feel they can show the true extent of their grief, disappointment, and rage.

Contrary to what friends might think, *parents want to remember this child.* They treasure photographs and mementos. They yearn to caress baby clothes, to sit in rocking chairs and gaze at the crib. They need desperately to talk, but most of all — to cry.

How to help

What can you do to help? Try these simple suggestions.

• **Listen to the parents. Allow them to cry with you long after they should be "over it."** How long does the grief last? For a lifetime. Parents who have lost children 50 years ago say they have never forgotten the experience. Of course, over time the pain lessens. A dull, aching throb beats a solemn drum when the parent sees a healthy, newborn baby, or on every anniversary of the baby's death and the date the baby was due. If grief is not allowed to take its course, it can affect the parents for the rest of their lives and cause them to retreat from happiness, to fear anticipating good fortune.

• **Go on simple errands for your friend at first and accompany her later.** The whole universe is a potential "button pusher" for a mother who has lost a baby, especially if she has been wearing maternity clothes or has told others. The clerk at the grocery store, the dry-cleaner, a casual acquaintance may put one more gash in her deep wound at any moment. She feels like she's literally bleeding in public. She longs to become a recluse. She dreads facing the question, "What did you have — a boy or a girl?"

• **Make no judgments and consider no behavior (except suicidal) to be strange.** Anything a parent does to release the tears and anger can only help, as long as it is not hurting anyone else.

Parents tell of bizarre reactions to the death of their children. Mothers feel physical pain in their arms and breasts. Fathers report going to work and shuffling papers from one stack into another for hours. The first stage of grief — numbness — can cause forgetfulness and inability to cope with simple, everyday tasks. The rule of thumb is "If it makes you feel better and it doesn't hurt anybody, do it."

• **Understand that mothers and fathers don't grieve the same.** The psychological term for this is "incongruent grieving." A mother may feel her husband doesn't care about the loss as much as she does. Often men, attempting to be protective of their wives, hold back their own pain. When this immense sadness is suppressed, it can emerge in inappropriate ways — bad temper, irresponsibility, loss of interest in living.

Also, the mother has had the opportunity to bond more solidly with the child and her grief may last much longer than the father's.

• **Don't forget to be a friend to other family members.** The children in the family are hurting also. Very young children don't understand what has happened and fear their parents are rejecting them or that they will die, too.

It's an old saying but so very true, "Little things mean a lot." In this case, the "little thing," the beloved infant or fetus, meant more to its mother and father than you can ever imagine. All that is left of the child they wanted so desperately is their memories and their love. The best thing you can do is meet your friends' needs in thoughtful, supportive ways.

Resources

There are many resources available for friends who have lost a child. A few are listed below. Check your local library for additional titles.

Books:

Surviving Pregnancy Loss, Rochelle Friedman, M.D., Bonnie Gradstein, M.P.H., Little, Brown and Company, 1982, $13.95.

Coping with a Miscarriage, Hank Pizer and Christine O'Brien Palinski, The Dial Press, 1980, $10.95.

How to Go on Living After the Death of a Baby, Peppers and Rodgers, available from Peachtree Publishing Co., 494 Armour Circle, NE, Atlanta, Georgia 30324, $9.95.

Brochures:

The Grief of Parents When a Child Dies, Margaret Shandor Miles, available from The Compassionate Friends, P.O. Box 1347, Oak Brook, IL 60521, $1.75.

Grief in the Loss of Your Baby, distributed by the Rose Medical Center, 4567 East Ninth Avenue, Denver, Colorado 80220, (303) 320-2121, $2.50.

Support groups:

Most of the following organizations have local support groups. Check with the national headquarters for the location of a group in your area.

AMEND (Aiding a Mother and Father Experiencing Neonatal Death), National Headquarters, 4324 Berrywick Terrace, St. Louis, Missouri 63128, (314) 487-7582.

Volunteer counselors offer support and encouragement on a one-to-one basis to parents who have experienced a neonatal death.

The Compassionate Friends, National Headquarters,, P.O. Box, Oak Brook, Illinois 60521, (312) 990-0010.

Self-help organization for parents who have lost a child.

National Sudden Infant Death Syndrome Foundation, Two Metro Plaza, Suite 104, 8200 Professional Place, Landover, Maryland 20785, (800) 221-SIDS, in Maryland and Washington, D.C. area (301) 459-3388.

Provides public information about SIDS and aid to families who have experienced a sudden infant death.

Resolve, Inc., National Headquarters, 5 Water Street, Arlington, Massachusetts 02174, (617) 643-2424.

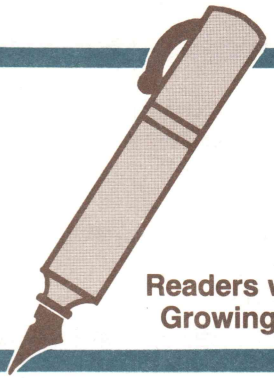
Support organization for those who have experienced infertility or pregnancy loss.

SHARE (A Source of Help in Airing and Resolving Experiences), National Headquarters, St. John's Hospital, 800 East Carpenter Street, Springfield, Illinois 62769, (217) 544-6464.

A national network of self-help groups offering support to bereaved parents of newborns.

Linda C. Anderson is a freelance author of plays, short stories, and educational textbooks. She is a wife and mother of two adopted Korean children.

Dear Growing Child



Readers write to Growing Child

Family portrayal outdated

*I am compelled to respond to the **Growing Parent** article in the April, 1986 issue, "So You're Going to Move."*

*The portrait the article paints at the beginning of two happy children established in their routines and a wife established in her bridge club unsettled by the husband's sudden corporate move, is so outdated and so limited in its assumptions about the race and class, not to mention the gender, of your readers that it is out of keeping with a sense of "growing" children or parents in the 1980s. To picture mothers as the sole arrangers of details of childcare and as interested in nothing more — except the arrangement of social activities! — is to ignore the fact that the **majority** of mothers of preschool children are in the paid work force, outside the home. To picture fathers as occupying a separate sphere, remote from domestic concerns and subject to the whims of corporate power, is to assist in maintaining that **status quo** that prohibits employees from appealing arbitrary corporate dicta.*

*Perhaps this article is reprinted from another era; it would seem so. But I appeal to the editorial staff of **Growing Child** to consider that its policy even in such apparently subliminal decisions upholds assumptions that prevent our children from growing into whole human beings, whatever their race, sex, or home situation may be.*

Deborah J. Knuth, Ph.D.
Hamilton, New York

The Letter Box

We have two boys under five. We are looking at lakeshore lots in hopes of building a home three or four years from now.

Our primary concern is the safety of the children, especially during the spring thaw and the early winter freeze.

How have others insured their children's safety when living near water? What are some good rules to teach them and follow ourselves?

A reader

Hints for dealing with eczema needed

My daughters, both under three years old, have eczema. I would be interested in corresponding with other parents and sharing practical hints on coping with this skin condition. Please write to:

Pat Brackley
P.O. Box 557
Lander, WY 82520

Have hearing checked if child's speech is delayed

As a pediatric audiologist, I know only too well what well-meaning observers often say — "Don't worry, he'll grow out of it," or "She's just ignoring you" — about a toddler with delayed speech.

Middle ear problems are the No. 1 cause of hearing loss in young children and often parents are unaware the problem exists. Fluid can form in the middle ear space and if infection does not occur, pain will not be a symptom. This type of medical problem can and does interfere with speech and language development.

Young children as young as birth can have their hearing checked. There are different behaviorial methods for testing each age group. Standard audiometry as most people know it can be used at kindergarten age. Tympanometry (middle ear testing) can be used for all age groups.

If you feel your child isn't hearing well, and/or isn't developing speech and language as expected, have his hearing checked by a pediatric audiologist. It may be the answer you're looking for.

Jeanne B. Reice, MSPA, CCC/A
Tampa, FL

"Dear Growing Child" is a forum for our readers to share their personal thoughts, opinions, comments and experiences. We welcome your responses to questions that appear periodically. The letters published do not necessarily represent the views of *Growing Child.*

All letters to the editor will be treated as having been submitted for publication. If you do not want your correspondence published, please specify this in your letter. Names withheld upon request. We reserve the right to edit for publication.

The Back Page

Dr. Bob

Choking

All children put things into their mouths that don't belong there. This starts as a learning process when the infant "mouths" an object to learn how it is shaped, how it tastes and feels. Exploration progresses to finger and thumb-sucking for satisfaction and comfort.

During these developmental stages, various objects are swallowed, such as coins or marbles. Sometimes the objects are more unusual — plastic toys, play bullets, or pins. Most of these objects, as bad as they sound, pass through the stomach and bowel with no difficulty. Rarely, they become stuck somewhere within the gastrointestinal tract and have to be surgically removed. (This is usually suspected when the patient does not pass the object in the stool in two to three days and has severe abdominal pain or swelling.)

A more common and serious emergency results when a swallowed object causes choking. This is one of the most feared and frightening accidents that parents — and children — can experience.

Prevention is the first line of defense. As a general rule, children under four years old should not be given any hard-to-chew food such as carrots, grapes, hot dogs, peanuts, popcorn or hard candy. All children should learn the following safety rules:

1. *Do not* put objects other than food or drinks into the mouth.
2. *Do not* laugh or talk with food or liquid in the mouth.
3. *Do not* throw food into the air and catch it in the mouth.

If choking does occur, the following emergency treatment guidelines have been released by the American Academy of Pediatrics along with instructions for Cardio Pulmonary Resuscitation (CPR) since both are often necessary.

Parents need to be familiar with these directions, and should also receive personal instruction in both the "Heimlich Maneuver" and CPR. The local Red Cross chapter, hospitals, and organizations such as the YWCA and YMCA have such courses available: Take advantage of them. You can never be too prepared for the emergency of a choking child.

Robert E. Hannemann, M.D.

First Aid for the Choking Child

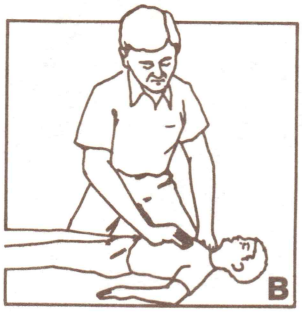
If an infant under one year of age chokes and is unable to breathe he is placed face down over the rescuer's arm with head lower than the trunk. The rescuer rests his forearm on his thigh. Four measured blows are rapidly delivered with the heel of the hand between the infant's shoulder blades. (A) If the breathing is not started, the infant is rolled over and four rapid compressions of the chest are performed as for CPR.

A choking child over one year of age should be placed on his back with the rescuer kneeling next to him and placing the heel of one hand on the child's abdomen in the midline between the umbilicus and rib cage (B). A series of 6 to 10 abdominal thrusts — Heimlich maneuver — (rapid inward and upward thrusts) should be applied until the foreign

body is expelled. The older, larger child can be treated in a sitting, standing or recumbent position using two hands for the thrusts (C).

If breathing is not started, open mouth with thumb over tongue and fingers wrapped around lower jaw. If a foreign body is seen it may be removed with a finger sweep.

Rapid transport to a medical facility is urgent if these emergency first aid measures fail.



Cardio Pulmonary Resuscitation (CPR)

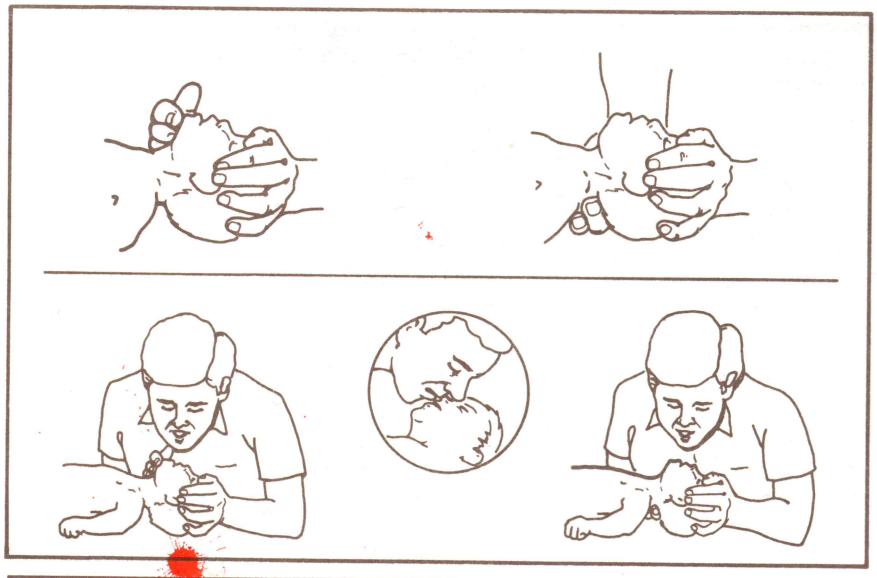
To be used in situations such as drownings, electric shock and smoke inhalation.

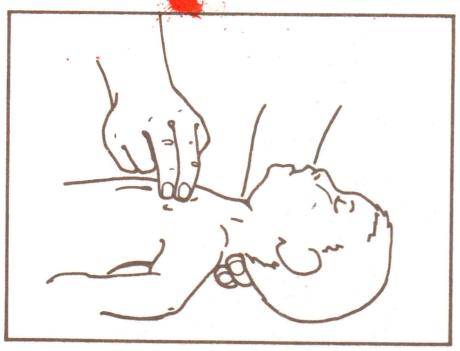
Technique of pulmonary support.

- Clear the throat (see section on choking) and wipe out any fluid, vomitus, mucous or foreign body.
- Place victim on back.
- Straighten neck (unless neck injury suspected) and lift jaw.
- Blow gently into infant's nose and mouth and into larger child's mouth with nostrils pinched closed.
- Breathe at 20 breaths/minute for infants and 15/minute for children using only enough air to move chest up and down.

Technique of cardiac support (if no pulse or heart beat)

- Place victim on firm surface.
- In the infant, using 3 fingers depress breastbone ½-1″ at level of nipples. Compress at 100 times/minute.
- In the child, depress lower 1/3 of breastbone with finger or heel of hand at 80 compressions/minute. There should be five compressions to one respiration.
- Learn and practice CPR.





Excerpted from the American Academy of Pediatrics' First Aid Chart © 1986 American Academy of Pediatrics and Revised First Aid for the Choking Child Committee Statement.
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Research Briefs

Excerpts from child development research

Best alternative for working parents may be infant care leave

New Haven, Conn. — Out-of-home day care for infants should not be the sole, or even, perhaps, the major option for working parents, say two Yale researchers. They base their conclusions on the results of research on day care's effects on the youngest of the young.

Dr. Edward Zigler and Thomas Gamble of Yale University's Bush Center believe that the most helpful alternative to day care would be a universal policy of paid "infantcare leaves" for parents who must return to work soon after their baby's birth.

Out-of-home care, these researchers find, can have negative effects on some babies. Infants born into heavily stressed households, in particular, are at risk because their parents are unlikely to have access to optimal day care services.

Out-of-home day care in the first months of life can weaken the critical parent-child bond if conditions are not top quality. The insecurity of this period can carry over "and make the child more vulnerable to the effects of stressful life events encountered later," Zigler and Gamble believe.

These two factors together — insecure attachment during babyhood, coupled with later stress — have proven to be the best predictor of later pathological behavior, the specialists remind.

This is more likely to happen when day care arrangements are of low quality. High quality care for infants is "extraordinarily expensive, thus rendering it unavailable to those (highly stressed) families who need it most," the Yale researchers point out.

Research Review
Volume 4 Number 7
July, 1986

Preference for salt is learned, not innate

Washington — Babies under four months can't even taste salt, let alone develop a craving for it, two researchers reveal.

Some mothers are so convinced that salt makes food taste better to babies that they flick a grain or two into baby fare proudly advertised as "salt-free." Other parents are on guard against any product containing salt because they fear their baby will become addicted to the seasoning, which is linked with high blood pressure.

Tests conducted at Monella Chemical Senses Center in Philadelphia by Gary Beauchamp, a biologist, and Beverly Cowart, a psychologist, show that infants younger than four months can't taste the stuff, in any event. Mildly salted water and plain water were all the same to the babies, although they clearly showed a liking for sugar.

After the age of four months babies actually enjoy sipping salty water, a fondness that fades around the age of 20 months, researchers report.

Research Review
Volume 4, Number 6
June, 1986

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT

On TEMPO Television (formerly SPN Cable Network)

Tuesdays	11:30 AM ET	8:30 AM PT
Wednesdays	8 PM ET	5 PM PT
Thursdays	2 PM ET	11 AM PT
Fridays	4:30 PM ET	1:30 PM PT

A Journey Through the First Year of Life

On CBN Cable Network

March 21 — 10 PM ET

On TEMPO Television (formerly SPN Cable Network)
Also airing March 21
(Call your cable company for the time and channel number in your area.)

Fun things to do in March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 It's March! How many letters are in this word?	**2** Play follow the leader.	**3** Give Youngster a massage with baby lotion.	**4** Ash Wednesday.	**5** Take a look at a picture book.	**6** Count your teeth.	**7** Wait for it to rain one day this month. Look out the window and talk about where the rain comes from and where it goes.
8 Take a bath and add lots of bubbles for fun.	**9** Fingerpaint using red and blue paint. What color does this make?	**10** Sing "This Old Man." Make up new hand motions.	**11** Mom's night out.	**12** What can you build with your blocks?	**13** Practice throwing a crumpled piece of paper in a wastebasket.	**14** Make a new friend.
15 Visit a nursing home.	**16** Draw and color a green shamrock. Display it on the refrigerator.	**17** St. Patrick's Day! Wear green—say "green"—spell green.	**18** Little ones help water plants.	**19** Give Youngster a knee ride.	**20** Give Baby safe, empty jars to screw and unscrew lids.	**21** First day of spring! What does this mean?
22 Go for a walk. Any new buds or green grass?	**23** Count lunch bites. One piece of cheese . . . two crackers . . . three . . .	**24** Touch your toes.	**25** Dad's night out.	**26** Make a tape recording of youngster's "noises." Play it back for her.	**27** Tie a balloon to youngster's wrist.	**28** Fly a kite outdoors. Oooh what fun.
29 Wash Baby's toys. Rinse well so all the soap is gone.	**30** Practice listening skills. Close eyes—what do you hear?	**31** Name objects in the living room.				

Growing Child
A Division of Dunn & Hargitt, Inc.
For children 6 months to 6 years

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Growing Parent®

March 1987
Vol. 15 No. 3

"Mommy, what's wrong with that man?" Explaining disabilities to young children

By Judy Clouston

You and your four-year-old daughter are shopping at the supermarket when you encounter a man walking with crutches who has only one leg.

Your daughter stops dead in her tracks and stares at the man before asking in her loudest voice, "What's wrong with *him*?"

You may be embarrassed by this outspokenness, yet your daughter's curiosity is natural. You want to help her understand, to sensitize her to a person with a disability. How do you handle the situation?

As a paraplegic, I can offer some suggestions.

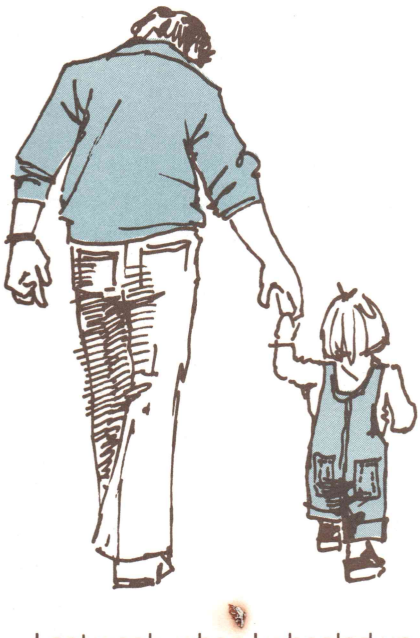
In this instance, you might take her by the hand and approach the man. Politely explain that she is wondering what happened to him and ask if he would take time to explain. Allow your daughter to ask questions, to converse with him, to interact with him as an individual.

Most people with disabilities are willing to answer questions, especially from children, because of children's lack of inhibition and their desire to learn more about their environment and the people who are a part of it. Many people with disabilities also feel a responsibility for helping others feel more at ease.

A person first

Perhaps the most important part of talking to children about disabilities is emphasizing that the person with a disability is still a person, just like you and me. They have the same feelings, hopes, fears, dreams.

At the same time you let your children know it is all right to be curious about people with disabilities, it's also important to teach them to see the *person* first, to make eye contact or smile or say hello.



Last week, when I wheeled up to the counter at an office supply store, a man was standing there holding his toddler. "Look," he said to his son, "that's a wheelchair."

He stood the boy on the floor beside me. "See the wheel? It's for people whose legs don't work too good."

The youngster looked at the wheelchair and then up at me. His big blue eyes widened and the father smiled and patted his head. "Yes, she has blonde, curly hair just like yours," his father noted.

I was impressed with the way the father handled the situation. He explained about the wheelchair, simplifying it so his young child could grasp it. And with his comment about our hair, he was saying "She's just like you."

Discuss it in advance

Parents can prepare children for encounters with disabled people by discussing the subject in advance. Explanations should be simple and structured according to age: to a very young child explain that there are people who have part of their body which doesn't work properly

In this issue

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Going back to school — a practical guide ..... **Page 6**
Have you considered returning to school? Here are some how's and why's.

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either because of injury or disease. Discuss different types of disabilities: visual, auditory, mental or mobility impairment, muscular coordination or speech difficulties.

Talk about the types of adaptive equipment people use, such as canes, crutches, walkers, wheelchairs, hearing aids, and guide dogs. Remind children that they use adaptive equipment too — high chairs, booster seats, training wheels. People wear eyeglasses, braces on their teeth, and use cushions at the ball park to make the bleachers more comfortable.

Play games

Going a step further, you can play some games to help a child understand disabilities. With young ones, it may be advisable to have a friend join in to not only make it more fun but also keep it from being frightening.

Try blindfolding the children and letting them walk around familiar surroundings experiencing what it would be like to not be able to see. Have them sit on the floor and roll a large ball back and forth trying to catch it by feel alone.

To give them a feeling of being immobilized, have them sit in chairs facing each other and tie them to the chairs. Put some objects on a table just outside their reach and let them struggle to pick them up. Challenge them to try to perform a routine task with one hand tied behind their backs. Or put on mittens and let them see how hard it is to button their buttons without full use of their fingers.

Many children will have an opportunity to be friends with a child who has a disability in their neighborhood or school. They should be encouraged to treat these children as they should treat all their friends: with courtesy, respect, affection.

Most people with disabilities are willing to answer questions, especially from children, because of children's lack of inhibition and their desire to learn more about their environment and the people who are a part of it.

Some questions

Young children are self-oriented. They will wonder why a person with a disability is different from them. Some of the questions they are likely to ask: How did he get that way? What happened to him? Who takes care of him? Who fixes his lunch? How does he take a bath?

Explain to young children that people with disabilities can and do live independent lives. The extent of their independence is often dependent upon the extent of the disability. People who do not have full use of their arms and legs, for example, cannot do as many things for themselves as people with full use of their arms but no use of their legs.

Sometimes disabled people use special equipment to enable them to do things. Sometimes they do things in a different way. Sometimes they need help with a task, just as everyone does.

Although there are a number of tried and proven tools and techniques to enable people with disabilities to do most of the things they did before becoming disabled, there are probably as many ways of doing any specific thing as there are people with a disability.

Some specifics

When I was in a rehabilitation facility after my injury, I learned to dress in bed because I can turn from side to side and find it is a shortcut that works well for me. However, I know people who routinely dress in their wheelchairs.

While I use a shower chair and hand-held shower nozzle for bathing, many utilize a bench in a bathtub. The method usually depends on the facilities in the home and what can best be adapted to meet individual needs.

I drive a van equipped with hand controls and a wheelchair lift because it saves time and energy but many transfer to a car and pull their wheelchair into the car behind them which requires skill, strength and practice. Some people who are blind have guide dogs to help them get from place to place.

If you lay the groundwork in advance, when you encounter a person with a disability, you and your child can use a code. You can say, "That person is disabled. Remember, we talked about that. We'll discuss it more later."

This sets the tone for the encounter and can prevent it from being uncomfortable or embarrassing for anyone.

Judy Clouston is a free-lance writer who has had articles, short stories and poetry published in a number of publications. She is currently working on a book titled "Seasons" which tells of her adjustment to paraplegia as the result of a knife attack by an assailant in 1978.

Research Briefs

Excerpts from child development research

What is best way to introduce children to day care center?

New Orleans — The parent bringing a child to nursery school or day care center for the first time wants to see that the teacher finds the youngster attractive and appealing. But the wise teacher will resist the temptation to impress the parent with her wonderful warmth and use the approach most likely to reassure the child.

The teacher who immediately turns her full attention on the small newcomer is doing precisely the wrong thing, Dr. J. Ronald Lally of Far West Laboratory told the National Association for the Education of Young Children. While the parent may be pleased, the child will probably be terrified.

"The worst thing a teacher can do is take a new child into her arms or onto her lap, look into its eyes and try to create an instant relationship," says the researcher. "I can guarantee the child will pull away and become instantly apprehensive."

Research shows that the following scenario works best for teacher, child and, indirectly the anxious parent.

- The teacher should stay about 12 feet away from parent and child and engage the parent in pleasant general conversation. The child will feel the parent relax and will himself become relaxed enough to look around and see what's happening in this place.
- The teacher can watch the child and see what toy is attracting his interest and then draw attention to that object. The child's focus is thus switched from parent to teacher to object. If the teacher starts to play with the object, the toddler is very likely to come nearer. Some children feel better when there's a physical barrier between them and a strange adult, so it's a good idea to keep a table or chair between teacher and child.
- The teacher should allow the child to make the first touch, the first movement. Soon teacher and tot will be playing with the same toy.

The whole warm-up ordinarily takes about 10 minutes, although the speed of acclimation naturally depends on the child's temperament and past experience.

Dr. Lally's final admonition: regardless of the newcomer's age, allow him or her to make the first move. And — avoid touch.

Research Review
Volume 4, Number 10
October, 1986

Youngsters' need for sleep changes as they grow up

New York — Children under 10 thrive on nine to nine-and-a-half hours of sleep a night, but that isn't enough to keep teenagers going all day. By mid-afternoon the teenagers in a Sanford University study were asleep and sluggish, while the younger children were still going strong.

Results of a summertime monitoring of ten-to-twelve year olds over a period of 10 years suggest that 90 percent of teenagers are shortchanged on sleep. As they leave childhood behind, youngsters evidently need more rest than ever.

Research Review
Volume 4, Number 8
August, 1986

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT

On TEMPO Television (formerly SPN Cable Network)

Tuesdays	11:30 AM ET	8:30 AM PT
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A Journey Through the First Year of Life

On CBN Cable Network

March 21 — 10 PM ET

On TEMPO Television (formerly SPN Cable Network)
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Books to share

By Jill P. May

How do you introduce your child to minority and handicapped people? One way is to share books that tell about another child's experiences.

After reading the story together, you can talk about the characters. Let your child ask any questions and honestly answer questions. When children learn that everyone has feelings and wants to be understood, they will be less afraid of those who are different.

Here are some good books to share with preschoolers:

Big Sister Tells Me That I'm Black by Arnold Adoff. Illustrated by Lorenzo Lynch. (Holt, Rinehart & Winston, 1976).

Arnold Adoff is a well known contemporary children's poet who writes positive poems about the black experience. In a cheerleading rhythm, this exuberant verse tells the listener that young black children are smart, strong, and proud. The felt tip pen and ink wash illustrations show a small boy and his sister running, singing, talking, and playing games.

Abby by Jeanette Caines. Illustrated by Steven Kellogg. (Harper & Row Publishers, 1973).

Abby has two problems: She's adopted and she's a girl. Her older brother Kevin tells her that when he first saw her he said, "Ugh, a girl." Now he doesn't have time to play with her. When Abby starts to cry Kevin realizes that he has hurt her feelings, and he tells her that she is a super girl. Steven Kellogg's black and white illustrations bring Abby and Kevin alive and help the young listener see that Abby is loved by all of her family.

Apt. 3 by Ezra Jack Keats. (Macmillan, 1971).

Two boys who live in an inner city apartment discover that the beautiful harmonica music in their building is being played by a blind man who listens and learns about his world so that he can reflect the everyday happenings in his music. Keats' lovely oil painting support his story and bring alive the boys and their newfound friend.

Rajesh by Curt and Gita Kaufman, with photographs by Curt Kaufman. (Atheneum, 1985).

When Rajesh was born, he was missing both legs and one hand. The black and white photos show Rajesh in his kindergarten class adjusting to the other children, who learn that Rajesh is a special person and can be a good friend.

Guidelines for offering help to the disabled

By Judy Clouston

Do you automatically open a door for someone whose arms are laden with packages but hesitate to offer assistance to a person using a wheelchair because you are uncertain how he will react or are you afraid that he will be offended? Many people have difficulty with this kind of situation. As a result, they don't know what to tell their children about offering help to a disabled person.

Learning to accept and to ask for help without feeling humiliated is one of the first things people with disabilities have to learn. When I first became a paraplegic, I found it very difficult, but as I became increasingly comfortable with myself in the wheelchair and more capable of doing things for myself, it became easier. Once I knew I could open at least some doors, despite the struggle, it was easier to ask someone to open one for me. First I had to know I could open that door myself. Now I'm content to accept help with a heavy door so I can conserve my energy for something more important — like wheeling.

Should I have temporary difficulty accepting help, I remind myself that helping one another is a routine part of daily living.

Here are suggestions for you and your children to help you decide whether to offer assistance to a person with a disability:

- Offer to help. If the person is able to do the task and doesn't need help, he will tell you. Most likely, he will graciously accept your offer.
- If the response is negative, don't take it as a personal affront. He either doesn't need help or doesn't want it and that is his right, perhaps even his problem. Don't feel it is a reflection upon you or your sincere offer of assistance.

I am asked on a routine basis if I need help. Usually I can say, "No, thank you," but there are times when I am truly in a jam and am grateful to be able to say, "Yes, please," and explain what I need.

- Individuals differ just as much as their disabilities and everyone handles his situation in his own way.

A friend of mine who has multiple sclerosis and now uses a wheelchair recalls the days when he walked with canes. He fell

frequently and people would rush to his aid. He refused help because he felt he had to do it himself. He didn't mean to be rude or to hurt anyone's feelings. It was simply a phase of his adjustment to the changes in his body and his life.

- Ask *if* you can help, then *how* you can help.
- Listen carefully and follow directions. Don't be creative!

The person with a disability deals with this on a regular basis. He knows best what to do and how to do it. That wheelchair has to be put into the car in the right position so he can get it out when he gets home.

- If you've had a bad experience, don't let it keep you from offering help. You may have encountered a disabled person who was a genuine grouch.

Becoming disabled doesn't alter personalities. There are some rude, manipulative people with disabilities just as there are their counterparts among the non-disabled. If the person was a grouch before he was disabled, he will probably become more so. If he was independent, he'll strive to achieve the greatest degree of independence his limitations will allow.

- Don't treat us differently. If you pity, protect, partronize or cannonize us, you don't treat us as individuals or equals. We've found we could adjust to our disability with a little time and patience. The one thing that's hard to adjust to is being treated differently.

While shopping at a fabric store, I was preparing to leave with a small package when the lady in front of me was trying to balance a number of large packages and utilize her walker simultaneously.

One of the salesclerks offered to carry her packages to her car but I said, "Here, let me. I'm ready to leave and I have a lap."

As the clerk placed the lady's packages on my lap, my legs — which sometimes have a will of their own, never consistent with mine — chose this inopportune moment to go into spasm.

My feet fell off the rungs of my wheelchair.

I had been in the process of placing my purse over the handles of my wheelchair to make room for the package. One customer completed that task while another asked if she could help with my legs. Meanwhile, the salesclerk was holding the door open for both of us to exit.

It took four of us to do the job one could have done so easily, yet in our laughter there was a sense of caring and I was elated to be able to give a stranger a hand for a change.

Spectacles by Ellen Raskin. (Atheneum, 1968).

Iris Fogel didn't wear glasses until she began mistaking people for things like a fire eating dragon and a chestnut mare. When her mother took her to the eye doctor, he told her that she needed glasses. Now Iris sees everything just the way it is — unless she decides to take off her glasses and let her imagination run wild. Your youngster will get a chance to see what it is like to need glasses and will think that wearing glasses can be fun after listening to Ellen Raskin's lighthearted story.

My Brother Steven is Retarded by Harriet Langsam Sobol, with photographs by Patricia Agre. (Macmillan Publishing, 1977).

Beth, an eleven-year-old girl, talks about her mixed feeling for her older, mentally retarded brother. She confesses, "I guess I love Steven because he's my brother, but many times I think he's hard to love." Beth tells us about the happy moments with Steven, and says that when others make fun of Steven, she feels embarrassed and sad. In the end we are told that Steven will always be different. Beth's hopes for her brother, and her frustrations with his handicaps are positively treated in the simple, straightforward text.

How Does It Feel to be Old? by Norma Farber, illustrated by Trina Schart Hyman. (E.P. Dutton, 1979).

The grandmother in ***How Does It Feel to be Old?*** explains to her granddaughter the advantages and disadvantages of being old, the loneliness of being forgotten and the importance of love in this conversational text. She reminds her granddaughter that she, too, will grow old and that she resembles her grandmother. The sensitive line drawings bring alive the grandmother's memories.

Crow Boy by Taro Yashima (Viking Press, 1955).

The bright, oversized illustrations in this book were awarded the Caldecott Medal. They take the listener to a village in Japan where Chibi, a small strange boy from the country, is teased and taunted. When a new teacher comes to Chibi's school, he listens to Chibi and learns that he has a special talent. Your child will appreciate Chibi's courage and talent, and will see that even if a child is "different," he can be worth listening to and being friends with.

Jill P. May is an Associate Professor at Purdue University specializing in children's literature. An active member of several professional organizations concerning literature and children, Professor May also works as a book consultant for Growing Child.

Going back to school — a practical guide

By Deborah M. Dowd

Going back to high school, technical school, or college may seem like too great an undertaking for a parent of young children. Many people consider it, but hesitate because of fear of failure, or the belief that they are too old, or they may have other concerns. Once the commitment is made, however, most find that academic and family life really can be enjoyed together.

When considering the option of returning to school, the main questions people often have are: (1) Why should I? (2) Why now? and, (3) How do I go about it?

Why return to school?

There are many compelling reasons to return to school.

For both men and women, more education can mean more money and greater opportunites in the job market.

Going back to school while children are young allows full-time mothers to work toward a career goal, while still devoting the bulk of their time to their children.

In addition, with the divorce rate approaching fifty percent, a solid educational background can mean added security for parents and children. Preparing for a career now could be the best insurance policy you could have against being left, through death or divorce, with a job that barely supports you rather than a career that could help you maintain a rewarding and fulfilling life.

Going to school, whether on a full- or part-time basis, offers a great deal of flexibility in scheduling. Most colleges offer both day and evening classes. Some schools even offer concentrated courses which meet for four-hour sessions on Saturdays. Larger universities sometimes offer telecourses during which occasional class meetings are supplemented by lectures which can be viewed through public television stations.

Schooling can be acquired at your own pace, and your schedule adjusted to meet your family's needs. I took a heavy course load during my pregnancy, for example, then took only a few credit hours after my son was born. This allowed me more time at home, while I still continued toward my goal. The same techniques can be used to work around your children's school schedule, or your own work requirements.

Returning to school can provide a source of intellectual stimulation. The personal growth provided by your educational experiences will make you a better, more interesting person. Your increased sense of self-esteem cannot help but spill over into other areas of your life, making you a better parent, as well as a more educated individual.

There are many other benefits as well. I have found that my school-age children have been somewhat inspired by my return to school. They seem to feel that if education is important enough for me to seek it at my age, then it truly must be of value. I also hope that my daughters will look at my example and realize that a woman does not stop growing as a person when she becomes a wife and mother.

Keeping up to date

Going back to school can benefit not only those people who have postponed schooling to raise their children, it can help those who already possess a degree. Courses allow you to brush up on old skills, keep up to date in your former field of study, or help you attain certification so that you can use your degree when you are ready.

It is also possible that change, either in the job market or in your own life, might lead you to seek an altogether different career than the one you chose at eighteen. Going back to school can give you a second chance to build a challenging and rewarding career that will better suit the person you have become.

Suppose that you are one of the lucky few who has already prepared for a career that brings you satisfaction, or that you are financially secure in your own right. What, then, does college have to offer you?

Take this opportunity to study something that you've always been interested in. Whether that happens to be 16th century art or the newest computer technology, it can be a great energy booster to do something for yourself just because you want to. In addition, it can be quite rewarding to successfully meet an academic challenge and receive a grade.

Why now?

Increased financial security, a chance for personal growth, and a greater sense of self-esteem are all good reasons to continue your education, but why go back now while your children are young? Aren't there enough demands on your time without taking on an added obligation?

Preparing to return

How do you go about returning to school?

The first step is to assess your academic goals. Are you planning to seek a high school graduate equivalency degree, a trade, a baccalaureate, or an advanced degree?

Are you taking classes to satisfy an interest? The answer to these questions will in large measure determine the type of school you should look for.

Junior or community colleges offer a wide variety of courses at low cost, but do not issue baccalaureate degrees. However, credits at such schools can often be transferred to a larger university at a later time.

There are some advantages to smaller schools besides their lower cost. They are more geared to adult students than are larger universities, offering more evening and night classes, off-campus locations, and a more personal touch in dealing with students.

Larger schools, however, offer a wider variety of programs, the opportunity to pursue an advanced degree, and many offer various specialized support programs such as career counseling, telecourses, and university-supported laboratory schools.

Once you've decided on a school, you need to send for transcripts from your previous schools. This is the time to consolidate any credits you've earned previously to avoid repeating courses unnecessarily.

Another avenue you might explore at this time is CLEP testing (College Level Entrance Program) in which you receive college credits for knowledge you may have acquired on your own. Through the testing, I was able to receive a full year of credits in introductory courses which saved me a great deal of time and money.

When you are applying to the college of your choice you may also want to assess your financial needs and apply for financial aid. Many adult students are surprised to learn that they qualify for aid programs. Aid can be especially helpful in reducing the financial burden on your family, which in turn can reduce the stress you feel. If you are already employed, your employer may also have some type of tuition reimbursement program.

This is also the time to make appropriate arrangements for the care of your children. With the flexibility afforded you in scheduling, this should not be a major problem. If you take night courses your spouse may be able to care for them and thus cut your child care expenses.

To provide the best chance for success with the least amount of stress, take the time to organize your household. Delegate work to other family members. Also consider outside help. The money it takes to hire someone to help out on a periodic basis will certainly pay off in better grades and a happier student.

Making it work

If you decide to give school a try, here are a few tips to help you make the most of your time.

- **Start off slowly.** Try not to take on too much at first. Just one course will give you the chance to wade slowly into academic life, brushing up on study skills at a pace that you can deal with. Each semester you can gradually take more credit hours.
- **Try to make study time a regular feature** in your day. Sit down with older children when they are doing their homework. Make it a family time by including quiet activities such as coloring for the younger children. For those times when you need to study with no distractions, try staying up late or getting up earlier than the rest of the family.
- **On the first day of class,** exchange phone numbers with a classmate. As a parent, you are likely to miss class at least one time per child each semester. If you have someone you can call, you can be sure to keep up on what was covered in class. Without the missing notes, you may walk in on a quiz unprepared.
- **Enjoy what you do.** Never take a course load that doesn't include at least one subject you enjoy and are good at. Otherwise, you are likely to suffer from burnout and give up your education, exhausted and bitter.
- **Involve your family** in your education as much as possible. Your children will enjoy a trip to your campus and will marvel at the size of the library. Special programs such as concerts and plays can provide opportunities to enrich your children's lives.

Returning to school is certainly a worthwhile investment in your future. Intellectual stimulation, increased self-esteem, and more and better opportunities in the job market are all good reasons to seek higher education. You will bring more to your studies than any 18-year-old and will take away more as well, to become a better person, and consequently, a better parent.

Deborah Dowd is the mother of four children, ages nine months to 11 years. She is presently pursuing her baccalaureate degree.

Fun things to do in April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Growing Child A Division of Dunn & Hargitt, Inc. For children 6 months to 6 years			**1** Pick one day this month as "family day." No TV; spend the entire day together.	**2** INTERNATIONAL CHILDREN'S BOOK DAY. Buy a new book in celebration.	**3** Dress up in Mom and Dad's old clothes.	**4** Buy something at the grocery store that you've never eaten before.
5 Does your family have a fire drill routine?	**6** Crawl . . . backwards.	**7** Look for the letter "T" on this page.	**8** Pretend Play: Pretend your bed is a boat or ship.	**9** Count the windows in your house.	**10** Cut big letters out of a magazine and spell Youngster's name.	**11** Give Youngster a safe piece of wood scrap to paint.
12 PALM SUNDAY. What does "palm" refer to?	**13** Read a new nursery rhyme.	**14** PASSOVER. What does this word mean?	**15** Draw circles—big, small, color them different colors.	**16** Draw a great big rainbow on a paper sack.	**17** GOOD FRIDAY.	**18** Color Easter Eggs.
19 EASTER. Attend the church of your choice.	**20** Where are your shoulders? Touch them and count to five.	**21** Wear something yellow.	**22** EARTH DAY. Go outside and observe nature—plant some flowers.	**23** Play stare-down—see who laughs first.	**24** Do stretching exercises together.	**25** Visit a nursery or green house.
26 Go out for root beer in a frosted mug.	**27** Look for robins outside.	**28** Make up a poem with Youngster's name in it.	**29** Play with a stacking toy.	**30** May Eve—the night the fairies come out to dance.		

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Are we over-protective of our children?

Even though the world may be full of real and imagined dangers, parents need to look for ways to help prepare and train children for the task of growing up and becoming independent.

By Sandy Stiefer

My three-year-old rides her tricycle in the driveway while I watch her.

Inside, the telephone rings. She will have a fit if I make her go in — she just got outside a few minutes ago. She'll be okay, I think as I run in to answer the phone.

I'm gone only a minute. But when I come outside again my daughter's abandoned tricycle is in the driveway and she's nowhere to be seen.

I can't find her. I quell the horrible thought that someone has kidnapped her, or that she wandered down the street and has been hit by a car.

When I find her on the neighbor's porch, I scold her for leaving, for not answering when I called, and I resolve never to leave her alone outside again. It's just too dangerous when I think of all that can happen. A certain risk.

As children grow and strive for independence many situations they face will contain some amount of risk to their personal safety. Kidnapping, sexual molestation, getting hit by cars, and exposure to drugs are just a few.

In our efforts to keep children safe, we limit their everyday movements. As a result, their lives are much different from our own childhoods and the freedoms we enjoyed. Memories of walking the several blocks to kindergarten alone, or playing up and down the street without constant adult supervision makes me realize that I had much more freedom and more self-confidence than my own six-year-old has.

Serious consequences

How has my son been affected by my desire to keep him safe? He complains that he "never gets to go where he wants," but more importantly, he is a boy who is not sure of himself in many situations. He's not street-smart, and I know it is due to our concern for his safety. For years we have been telling him when it's safe to cross the street or parking lot. In making these decisions for him, we have undermined his self-confidence in his ability to take care of himself.

It's not enough to just tell your child to never speak to strangers. If a child shouldn't speak to strangers, how can she grow up to deal with all the normal and good contacts that come each day? If she shouldn't speak to strangers, how can she grow up with common courtesy and sociability?

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So how can parents help children be independent and self-confident as they grow and later face the outside world? The training starts when they are very young.

• **Boost self confidence.** Even toddlers can make decisions. Let a small child choose between two shirts she'll wear for the day. Give a small child little tasks to give her a sense of accomplishment. Accomplishment boosts self-confidence.

A little later, allow other tasks, such as going to the mail box or retrieving the newspaper while you watch from the porch or window. This helps her to feel that she can go out in the big world without you by her side every moment.

• **Praise efforts and accomplishments,** no matter how small. The feeling a child gets from this adds up to one big, good feeling. And these good feelings can't help but spill over into other areas of her life, and be carried with her as she grows.

• **Healthy mind and body.** Another area in which we can help prevent future problems is to teach a child to feel good about her body. Let her know that her body and its good health are special gifts, something to be taken care of. (Of course, you must have the same attitude!) Later, this good physical and mental health may keep exposure to drugs from being a problem for your child.

• **Talk regularly with your child** and really listen; be interested no matter how young she is. This can help a growing child feel confident that she always has a friend in you, someone who will listen and help.

• **Teach your child traffic safety.** If most of your travels are in the car, take your child for regular walks. Teach her street safety, and eventually, let her make the decisions of when and where to cross. By the time she enters school she will be confident and responsible and you won't have to worry about her ability to direct herself safely.

Memories of walking the several blocks to kindergarten alone, or playing up and down the street without constant adult supervision makes me realize that I had much more freedom and more self-confidence than my own six-year-old has.

• **Teach your child about strangers.** It's not enough to just tell your child to never speak to strangers. If a child shouldn't speak to strangers, how can she grow up to deal with all the normal and good contacts that come each day? If she shouldn't speak to strangers, how can she grow up with common courtesy and sociability?

It's better to tell your child that you must always know where she is, where she will be playing. Tell your child she must never go anywhere with a stranger; or with anyone else, without coming to you first. As your child grows, continue to teach her safety, appropriately expanding on the subject.

• **Provide organized activities.** If children can regularly count on organized activity in which they can participate, they feel that they are a part of something, that their presence is expected and important. This helps them feel that they are getting out in the world, and develops both self-confidence and independence. Check into supervised extra-curricular activities, clubs, and lessons.

• **Teach your child her full name.** As she grows, teach her her address, phone number, and a relative's full name. A lost child cannot get much help from police whose only lead is that "Aunt Cindy" can help if Mom's not around.

Yes, there are many dangers in today's world for our children. It's very easy to over-protect them, to keep them safe and make the decisions for them. But if our children are to grow healthy, safe, and self-confident, we need to give them the ability to do so. By doing what we can to help them feel good about themselves in today's world, and teaching them how to do it safely, they can go forward in life knowing that they are independent and free.

Sandy Stiefer is a mother and technical writer for the Ruben Salazar Library of Sonoma State University in northern California.

Intimate gossip: Is it chipping away at your relationships?

By Jayne L. Buryn

"Did you see the cartoon in the paper where the wife had her husband's socks bronzed because he used them as ornaments on the lamp shade?" Christine asked. "I'd like to try that on Kevin. Maybe then he'd stop being such a slob."

Surprised, Richard says, "You have that problem, too? That reminds me of the time Susan . . ."

Day or evening, in homes, offices, coffee shops, and other places people meet, similar confidences take place.

The frustrations we accumulate in our close family relationships create a lot of stress. We store up anger about repeated, unacceptable behavior of a mate or child. We worry that there may be something wrong with our relationship. We conduct mental searches for solutions we haven't thought of yet. And we confide these things to others.

Talk engenders talk

After the first experience of letting go of a little family secret, it becomes easier to let go of others.

It doesn't take long for a spouse or child to realize he or she is being talked about to neighbors or friends. Suddenly, his secure, private world is gone. He's in a glass bubble now, with the things he doesn't want people to know about him clearly visible. Worse, he's been exposed by someone he trusted, someone whose loyalty, through better or worse, he'd believed in.

Few people want the world to know what they say in their sleep, that they leave their clothes on the floor, or that they have some rigid, unrealistic ideas about sex. Yet, we often talk about these matters without realizing what damage we're doing to our relationship.

Rocking the foundation

The foundation of marriage and family relationships is made of trust, respect, and loyalty. And trust, once lost, is very hard to regain.

When you reveal others' secrets, you aren't respecting their right to privacy — their right to look their best to others. In turn their respect for you, as a reliable person in control of your own behavior and discriminating in your confidences, erodes.

How do you decide what you can talk to others about without putting cracks in your close relationships?

Keep problems at home

First, information about your mate or child belongs only to the two of you. If there's a problem — if he leaves his socks all over the house or squeezes the toothpaste tube wrong — discuss it with him. You'll find the answer in cooperation.

Second, when your spouse or child is discussing beliefs or opinions with you, listen for clues. "I'm sure glad I can talk about this with someone," suggests you're the only one she's comfortable talking to. "I wouldn't want this to get around" isn't an idle cliche.

Third, listen to what he talks to other people about. If he's very open about himself, what slant do his revelations take? Does he mention only those things that make him look good or is he able to laugh at himself? If his disclosures are limited to only good things, you've got a strong hint that negatives are unwelcome. Tread carefully.

Do unto others . . .

Fourth, if you wouldn't expose certain information about yourself, don't discuss similar information about your spouse or child. For example, if you don't like to talk about your fear of heights, why should you feel free to talk about your mate's aversion to dogs or your child's fear of the dark?

Fifth, if you have some serious worries about your spouse's or child's behavior, talk to a professional. A friend, untrained in problem-solving of the kind you're looking for, isn't going to be much help.

Respect children too

Finally, at about the age of six or seven, children begin to look at themselves critically. Comparisons with schoolmates and out-of-school friends are common. When your child begins to show signs of self-awareness as a member of a community, it's time to allow him or her the right to privacy. At the same time, he or she must learn to extend the right to the other members of the family.

Each of you, spouse, parent, or child, is giving the others in your family access to an exclusive part of yourself, be it an attractive or an unpleasant one. You trust each other to reserve that special information as an acknowledgment of bonds you share with no one else.

Don't let each other down. Choose carefully what "inside information" you give away to others.

Jane L. Buryn is a family counselor and free lance writer. She is a wife and mother of two children and lives in Canada.

Like mother, like daughter . . . in-law

Mothers- and daughters-in-law don't choose each other, but nonetheless, must come to some agreement about their relationship. Extending the hand of friendship is a good place to start.

By Michelle Mahan

The relationship between mothers- and daughters-in-law is a delicate one. It is susceptible to defensive actions and reactions, and communicating can be just plain difficult at times.

Yet whether your mother-in-law lives next door or 2,000 miles away, this lady who the children call "Grandma" deserves and needs your thoughtful attention and consideration.

By making an effort to understand the similarities and differences between yourself and your mother-in-law, you are helping her feel that you like her. From this grows respect and friendship. It is worth the time it takes to develop a relationship built on these things, because if you are comfortable with your mother-in-law, it benefits not only the two of you, but everyone in the family.

Here are some ideas to help enhance this important relationship.

The little things

It *is* the little things that really count: the small favors like running errands or babysitting and the kind words about a good meal or a job well done.

In any relationship a certain amount of tact is important. Yet this skill can be forgotten or misused, and sometimes we cannot avoid giving offense to one another. The little things that we have done for one another, if remembered, often can keep us from focusing on the hurtful things that may happen.

We all have small scars that remind us of our sensitivity, but by continuing to give of ourselves, and appreciating the little things (and big things, too) that our mothers-in-law do for us, we will find ourselves forgiving and forgiven.

Utilizing her experience

If your mother-in-law fusses and frets about your lives, it just means that she cares. As teenagers we don't always understand this, but as parents we should.

Utilizing your mother-in-law's knowledge about child-rearing can be very instructive since it is different than comparing notes with other mothers of young children. Your mother-in-law may offer suggestions in an informative way, if, that is, you are willing to listen. But often asking her is much better than having her say something at a time when it makes you feel defensive.

So give her a chance, and understand that it is natural for her to worry about your family. And if you can handle it, ask for advice or constructive criticism.

Valuable time

Suppose your mother-in-law does live 2,000 miles away and you see her only once a year.

During a visit, you could "request her presence" for a simple early morning walk without the children, Dad, or Grandpa. You can be alone, providing an opportunity to listen to each other and to learn from and about each other in a relaxing way. What a memory you can create merely by setting aside some quality time to be together.

In planning these special times make sure you both can enjoy what you will be doing. Organizing a party and preparing the meal together can be fun, so can merely going for shopping and lunch. Plan ahead so you are assured of the time together and really try to be without the children. This is time for the two of you to get to know one another better.

If you are comfortable with your mother-in-law, it benefits not only the two of you, but everyone in the family.

Seeing her as herself

It is important to view your mother-in-law as an individual, separate from her role in your family. She is someone with many years of experience, someone who is filled with her own special wisdom and insight.

By asking her to share some things from her own life, you'll get a glimpse of some of the challenges, disappointments, accom-

plishments and setbacks that have taken their toll in her life. You will perhaps better understand the environment she grew up in and in turn the development of her own family.

Reciprocating

Sharing your own thoughts about your childhood and upbringing and what makes you "tick" today, gives an identity for your mother-in-law to relate to as well. You are someone other than her son's wife. Allowing her into your world a little more helps her to feel more comfortable with your uniqueness. She needs to see your individuality aside from the family, as much as you need to see hers.

Letting "Mom" take a look at your work or hobbies explains to her about the things which motivate you. It could be as simple as showing her the garden you are so proud of, or telling her about how you landed that big account.

A thoughtful letter, which gives some reasons why you think *her* "baby" is so special and why you chose him as your mate can be a special way for her to know *how* you appreciate him. What a compliment you are giving to her too, since what mother doesn't enjoy hearing good things about her son, especially from you, the person he married for life!

And yet your mother-in-law probably really wants to know as much as she can about you, because just as she is proud of her own son and his accomplishments, she needs to have ways in which she can be proud of you too.

Below the surface

Have you ever felt like your mother-in-law expected things of you which made you feel uncomfortable? I felt for a long time that my mother-in-law wondered why I was not working outside the home. Or why we were not moving to a less expensive place to live. I knew inside that it was *my* life and that I shouldn't worry about what she thought. I also knew that it was very defensive of me to think this way.

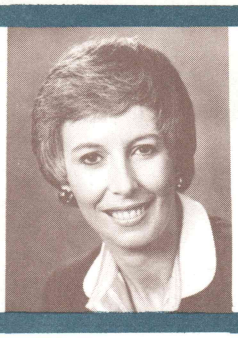
Trying to break this "surface tension," I pondered why my mother-in-law would even expect these things of me. She had made her sacrifices when her children were small. When I traveled in her shoes, thinking about how it must have been for her, I realized how difficult it would be for me to make these sacrifices. My respect for her grew. My appreciation of my husband was sharpened. And instead of harboring defensive thoughts about what I was doing, I became more *thankful* about my own situation. My mother-in-law must have picked up on my attitude or else I just stopped being uncomfortable, because there was no longer a wall between us regarding this.

It definitely takes courage to develop a good relationship. We make ourselves vulnerable in order to become closer to each other. But looking past ourselves when conflict arises is a sign of maturity, and we just might find a good friend in the process.

We all have small scars that remind us of our sensitivity, but by continuing to give of ourselves, and appreciating the little things that our mothers-in-laws do for us, we will find ourselves forgiving and forgiven.

Michelle Mahan is a freelance writer and originator of a Women's Network newsletter. She is a wife and mother of two young children.

From the Editor



Nancy Kleckner

Mom and Dad, you've come a long way

Today's parents have more information about rearing children than any other group of parents to date. And there's evidence to prove they're using it. After watching some of them in action, I've often wondered if, as a parent 25 years ago, I could have kept my patience and handled trying situations as well as many parents do.

For example, a friend recently invited me to dinner and among the guests was her two-year-old son, John. It's been a long time since I've had dinner with a child this young, and I anticipated quite a racket. However, as dinner wore on, I really didn't pay much attention to him because he was so quiet.

Then I noticed why: He was steadily and methodically removing food from his mother's plate and adding it to his. After he had completed that task, he took the food from his plate and transferred it back to his mother's.

I thought the jig would be up when his mother spotted what was going on, but no, she had been observing his behavior for quite some time. As I watched, she quietly instructed him to refrain from moving the food around, directed his attention to something else and the dinner party continued.

The distraction didn't last long, though, and soon there was silverware cascading to the floor from several directions as John dropped his mother's, some of mine, then his.

Aha, I thought, he'll go to bed for sure this time. But, no. His mother made eye contact and explained that the spoons and forks were not playthings. This time, however, he was banished to the other end of the table and his father's attention. But there were no slapped hands or loud voices reprimanding John.

Parents are learning, too

When I told this story to the mother of another two-year-old, she started to laugh before I had finished.

"Well, at our house," she said, "the big event at mealtime is to put your hand inside your milk glass, squish the milk around and watch as it squirts between your fingers." She told the story with a smile and a giggle, obviously delighted with her child and his antics.

What are these children learning from these experiences?

Everything is a new experience

They're testing the known limits of their world against those of the outside world. They're making mini-experiments: If I do this, what happens?

Sometimes what happens is that an adult says "no" or makes the child stop. Other times the result may be a delightful interaction between adult and child or a lesson learned. Or it may be a totally new sensation: milk squishing between pudgy little fingers.

Parents are still in charge

What is the parents' job in all this? To keep some order, to let the games and learning go on as long as possible without interference, to make sure everyone involved is safe, to call a halt when boredom or destruction sets in.

How wonderful it is when parents can allow a child the freedom to make a mess, cause a commotion and push against the outside limits of their small horizons just so the child can know what it feels like to stick a hand in a glass of cold milk. How much richer those children's lives have already become. How positive this shows parenting can be.

Nancy Kleckner

Research Briefs

Excerpts from child development research

Reading aloud to baby: It's never too soon to start

Newark, Del. — Don't postpone read-aloud sessions until a baby is ready to sit still, pay attention and treat the book as a sacred object, researchers urge parents and teachers. Instead, introduce babies to books before they can sit.

For the very youngest, "the reading experience" is the warm lap, the encircling arm and the entrancing sound of the reader's voice. Linda Leonard Lamme and Athol B. Packer remind in *The Reading Teacher*.

A winding path

Between three and six months, infants become aware of the book itself. Around four months, they may experimentally scratch at glossy cardboard pages. At six months, some babies may reward the reader with sounds of approval, even giggles in anticipation of the next page in a familiar story. On the other hand, they may also hit the book as well as rub and pat it. Obviously, cloth and sturdy cardboard are the materials of choice for early reading matter. Again, the book should be put down once attention wanders.

Six-to-nine-month-olds are yet more physically involved with books. Attempts to chew or suck the book *start* at this age and the researchers suggest that the reader avoid a tug-of-war by providing an alternative "sucker" — a teething toy or blanket, perhaps — at reading times.

Around eight months, babies may begin to try to turn pages themselves and for a while turning pages may become an end in itself. Some babies show preference for certain books, enjoy definite routines in reading each story and delight in making noises and gestures to accompany the action.

Nine-to-12-month-olds begin to show an understanding of the mechanics of bookreading. They can position the book right side up and turn pages efficiently with occasional help. They may babble along with the reader, make animal noises in the right places and point out the characters.

The study results suggest that real familiarity with a limited number of books, rather than variety, is the key to enjoyment at this age.

The oldest children observed, 12-to-15-month-olds, tended to become restless during read-aloud time. The newly discovered joy of walking kept them on the go. When they did settle down, "they didn't enjoy being read to as much as they enjoyed sharing the reading experience." They loved to name things, chime in on story refrains, provide sound effects, point to objects and wait for the reader to provide the word they wanted.

Not a story hour

A common misconception among parents is that read-aloud sessions are supposed to last at least 15 minutes. When a tot loses interest half-way through a picture book, the adult may assume the youngster is "just not bookish" and give up trying.

Packer and Lamme emphasize that the average length of a reading session for the 13 children in their study was *three minutes*.

Research Review
Volume 4 Number 7
July, 1986

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30AM PT

On TEMPO Television (formerly SPN Cable Network)

Tuesdays	11:30 AM ET	8:30AM PT
Wednesdays	8 PM ET	5 PM PT
Thursdays	2 PM ET	11 AM PT
Fridays	4:30 PM ET	1:30 PM PT

A Journey Through the First Year of Life

On CBN Cable Network

June 12 — 8 PM Eastern Time

On TEMPO Television (formerly SPN Cable Network)

Also airing June 15 — 10 PM Eastern Time

Check local listings for channel.

Fun things to do in May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Growing Child A Division of Dunn & Hargitt, Inc. For children 6 months to 6 years					**1** MAY DAY. Pick a basket of flowers.	**2** "Read" *Rain,* by Peter Spier.
3 SUN DAY. Enjoy the sunshine.	**4** Finger paint with pudding. (This is great for the little ones!)	**5** Practice hugging.	**6** What is rain made of? What does it look like?	**7** Make a home-made card for Mom for Mother's Day.	**8** Visit a greenhouse. Buy a small plant for youngster.	**9** Youngster helps with the garden. If you live in the city, make a small window garden.
10 MOTHER'S DAY. Tell Mom why you love her.	**11** Pretend Play: Pretend you're a cloud.	**12** Walk barefoot in the mud. Feel it squish between your toes!	**13** What day of the week is it today?	**14** Do you have any dandelions in your yard?	**15** Play catch with a bean bag.	**16** Watch the sun set. Where does the sun go?
17 Go outside and look for bugs and insects.	**18** A styrofoam tray can be a boat in the bathtub.	**19** Read a family book together after dinner.	**20** Look through a magazine or book for a picture of a giraffe.	**21** Practice a simple fingerplay.	**22** Put some safe bowls, pots, and pans in a low cabinet and let youngster "go at it."	**23** Touch your knees and your toes.
24 Day of the Indy 500 —look for a car in a magazine. **31** Enjoy a family picnic today.	**25** Play Ring Around the Rosie with a Teddy Bear and a friend.	**26** Go out for frozen yogurt (or ice cream).	**27** Look through your house for the color orange.	**28** Hold or touch an ice cube. How does it feel?	**29** MEMORIAL DAY. Why do we celebrate this holiday?	**30** Color this page green.

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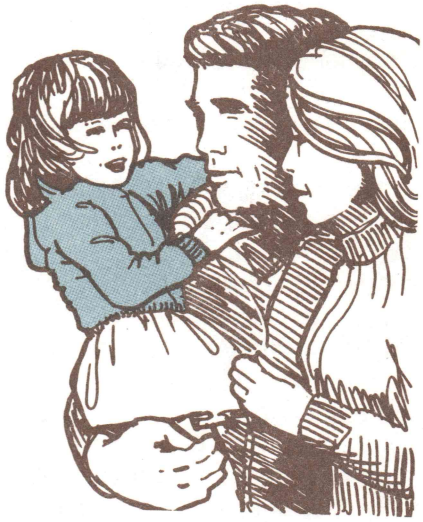
Growing Parent®

May 1987
Vol. 15 No. 5

The vital role of forgiveness in marriage

By Eileen Flint and
Lee Dreeisinger Scheingold



Janice's 15-year marriage has ended in divorce.

She jokes sarcastically about her "wonderful" memory: "I remember the first mistake Carl made in our relationship, and I remember the last. I have never felt compelled to forget, let alone forgive." With this build-up of negative feelings, divorce seemed the only solution for Janice and her husband.

Unforgiven resentments and injustices, even small ones, can eat away at marriage relationships like termites in old wood. They erode a union until the structure crumbles down upon itself. At this point in a marriage, communication is often impossible.

In this issue

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A simple, quick exercise in relaxation that works.

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Children trust easily; parents can help make sure their trust is justified.

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Letting go

So how can couples learn to forgive and let go of resentment?

Popular psychologist Leo Buscaglia points out in his book, "Loving Each Other," that the purpose of offering forgiveness is for ourselves, so that we can feel free of the weight of anger. Tightly holding onto each instance where our partners have "done us wrong" hinders our psychological growth and keeps us stuck in static relationships.

One way Janice maintained her self-esteem was to try to feel superior to Carl and to cling to her sense of being "wronged." In the process, she and Carl lost their relationship, and her anger persisted long after the divorce.

In fact, studies indicate that divorce rarely leads to a more forgiving attitude. A California survey of 131 divorced couples revealed that 40 percent of the women and 30 percent of the men still felt intense anger ten years after the divorce. "What is even more significant," one of the researchers said, "is that these were not even divorces where there was high conflict."

Now, in order to heal, Janice needs to look inside herself. Just as we cannot love others until we love ourselves, we cannot forgive others until we forgive ourselves.

Major and minor resentments

Situations which call for forgiveness can be small, everyday ones, or they can be larger, more dramatic turning points in a marriage. An affair, for example, can lead to an atmosphere of blame, betrayal and rage which lasts for years.

But many problems in a marriage are not as dramatic as an affair. Often couples come to marital counseling with a mental "gunnysack" full of little hurts and complaints against the other. They have lost sight of the joys of the relationship. A marriage is always a compromise between acting individually and acting together, and many daily resentments involve decision-making, particularly around money issues.

Kate and Kevin came to marriage counseling because each partner was upset with the other's spending patterns. Each

A good deal of forgiveness depends on that tried and true key to making a marriage work: acceptance of the other person as he or she is, without attempting to change him or her.

accused the other of spending too much, or of buying items which were unnecessary. After years of failing to forgive the other, they sat at opposite ends of the office, so enraged they were unable to look at each other. It took many months of peeling away layers of unforgiven episodes to find some affection and for each to be able to display some vulnerability.

Kevin and Kate had been caught up in a self-defeating web. By not forgiving each other, they had each assumed a useless weight of hate, pain and vengeance.

When it's hard to forgive

Forgiving one's partner can be a difficult task, depending on how serious the "trespass" is, and whether forgiveness was a part of the upbringing of the adults involved. It is difficult when resentments have been allowed to build up over years, and more difficult when there is a serious breach in trust between partners. A good deal of forgiveness depends on that tried and true key to making a marriage work: acceptance of the other person as he or she is, without attempting to change him or her.

It is tough to forgive a spouse who has had an affair and confesses, or who is found out and repents. A partner's pride is so wounded by the action that the strength it takes to accept and forgive is hard to summon. The particular circumstances need to be weighed. Is this the first time? What led to the affair? What was the level of connection between the spouse and the other man/woman? What changes is the straying partner willing to make to assure it will not happen again?

It is possible for the marital bond to grow and strengthen following infidelity, but to arrive at this point, therapy is often needed to cut through pain and come to a place of trust, love, and eventual forgiveness. If the union is strong enough, it can withstand the hurt.

If instead the partners choose to end the marriage, they still have the opportunity to come to terms with their pain and let go of it. Forgiveness does not always mean a face-to-face encounter, followed by reconciliation. To provide relief, it can be simply an "inside job."

When not to forgive

Although freedom and peace come with forgiveness, there are areas in marriage when forgiveness is not appropriate. A spouse who is involved in drinking or other drug use or physical and sexual abuse of children or partner are obvious ones. These are sick patterns of behavior, and take a tremendous amount of willingness on the part of the abuser to face the problem and begin change. Forgiveness is not enough, and to hold the family in jeopardy without professional help is risky, at best.

Forgive, then forget

It has been three years since Janice divorced her husband, Carl. She is now six months into a new marriage and to her surprise, many of the patterns that led to her break-up with Carl are surfacing in her new relationship. "I can't seem to let go of hurts," Janice says, "even little things like dirty socks on the floor or the cap off the toothpaste. I dwell on these and lose sight of the love that I feel. When I get hurt or disappointed I want to hurt back."

Janice's pattern is a common one. She is focusing on resentments and hostility and in the process is building a wall between herself and her new husband. She needs to work on acceptance of her husband's humanness, and her own. Through assertiveness and talking together she may be able to let go of her wish to change his behavior. Surprisingly, when an issue is aired and dropped, change may eventually come just because the pressure is off.

By stepping out of set patterns, Janice has the opportunity for a deeper connection with her husband, but the risk is high, and for some couples the safety of resentment gives an edge they seem to need.

Forgiveness in marriage is not easy — but it is very important. The slate must be wiped clean continually to provide an environment where the couple can grow together.

Lee Scheingold, MSW, is Associate Director of Family Practice Residence Program, Group Health Cooperative in Seattle, Washington. Eileen Flint is the mother of two teenage daughters, medical and general freelance writer and neophyte comedienne.

The two-minute stress reliever

By Larry Tyler

Stress builds up in all of us every day. A major crisis in our lives can certainly be stressful, but so can the countless pressures we face as part of our daily routine.

The hectic pace we set usually gives us no time to stop and think about how much stress we're actually under. If we consider minor decisions and frustrations separately, they don't seem worth worrying about. But if we ignore the stress these situations create, that stress clings to us like tiny metal particles to a magnet. By the end of the day we are weighted down. Stress makes us irritable and saps our energy.

As stress continues to build, concentration suffers. Decisions become harder to make; we may feel overwhelmed and stuck. Worse still, accumulated stress can eventually lead to depression or physical illness.

That's the bad news.

The good news is you can release much of that daily tension before it begins to interfere with your mood, your relationships and your health.

A simple two-minute break with a structured relaxation exercise can act like a circuit breaker. It can give you a chance to pause and reschedule your day at a healthier pace. Best of all, it's easy to do.

Step One

Find the quietest place you can. Sit in a chair with your feet on the floor, your hands on your lap. Close your eyes.

Step Two

Draw in three long breaths. Don't rush them. Breathe in through your nose and exhale slowly through your mouth. Concentrate only on breathing in and breathing out.

Step Three

This step releases much of the tension that you have stored up. Tighten the muscles of your body, starting with your toes, working up through your legs, torso, neck and jaw. (Don't forget your arms and fingers.) Hold the tension for a long moment and then release it.

Step Four

Finish with three deep breaths. Breathe slowly. When you're finished, give yourself a few extra moments to relax before getting up.

The good news is you can release daily tension before it begins to interfere with your mood, your relationships and your health.

Variations

Many people are able to identify stress centers in their body, areas where they tend to tighten up muscles, "storing" the tension they've accumulated during the day. Often, these stress centers are in the neck or shoulder.

- Neck rolls. If you've experienced discomfort in the neck, you could substitute slow neck rolls for the muscle-tightening exercise. Close your eyes, tip your head forward, then *slowly* rotate your head to your right shoulder, back, left shoulder and forward, five times.

The trick here is to do it slowly. (People often hear the crackle of calcium deposits in their neck during this exercise. Don't be alarmed; just remember to keep the pace slow.) When you've completed five rotations, rotate your head in the other direction (left shoulder, back, right shoulder and forward) another five times.

- Shoulder rolls. Shoulder rolls are similar to neck rolls. If you notice tension building in your shoulders, try this: Hunch your shoulders up, then slowly bring them forward, down, back and up again in a circular movement. After five rotations, slowly roll them back, down, forward and up five times.
- Visualization. Visualization is a relaxation technique that takes just a few moments to do and can restore a lot of energy.

When you have completed all four of the basic steps, sit quietly with your eyes closed and picture a calm, pleasant scene in your mind. Many people picture lakes, meadows or fond childhood memories.

Hold onto that picture while you breathe slowly in and out. As you breathe in, imagine a calming air filling your body and as you breathe out, imagine stress leaving it.

Slow Down

Most of us speed up our pace when we are under stress, but what we really need to do is pause every now and then.

That "hurry up" notion wears us out quickly and convinces us there is simply no time to relax. So, if you can find a certain time every day to fit these exercises into your schedule, you will be more likely to do them on a regular basis. And by taking just a couple of minutes out of the day to release the tension that has built up in your body, you will feel more like facing the challenges ahead.

Larry Tyler is a substance abuse counselor, a freelance writer of articles and short stories, and the father of two children.

Building trust in children

By Jane L. Buryn

Trust is a very tender and fragile thing.

Children naturally have a lot of it, especially in their parents. It's very important that we justify that trust, guard it, and nurture it.

Unfortunately, there are some people who can't be trusted, who knowingly or unknowingly break trust with others. Our duty as parents is to teach our children to protect themselves against those people who would be dishonest or unjust with them.

Words worth watching

Sometimes adults don't realize how their words and actions may affect the trusting natures of children. Casual jokes, easy deceptions, and broken promises all do more harm than may be immediately obvious. For example:

Broken promises. Huge round eyes sparkle with tears. The little face has lost its smiling rosiness. Johnny's father has broken a promise, and the "I'm sorry" can never make up for the hurt.

Casual deceptions. Nicki's teacher has asked her where babies come from, and Nicki has answered eagerly. Mother told her many times that babies come from cabbage patches. Mother never even plants cabbages in her garden because she doesn't want any more babies, she says. The class laughs and Nicki, hurt and angry, wonders why her mother has misled her with such a silly story.

Easy jokes. Jimmy's uncle is a tease. He enjoys testing the gullibility of children. He doesn't recognize himself as an authority figure whose tales are accepted as truth. When he tells Jimmy the moon is made of cheese, or one plus one makes three, he proves he can't be trusted.

These children don't understand the complex behavior of the adults they trust. Johnny can't see why his father doesn't always keep his promises. Nicki doesn't know that her mother wants to protect her from life's realities. Jimmy doesn't know that Uncle Jimmy is just joking. None of them realize that some adults are amused by a child who repeats misinformation.

Encouraging trust

How can you encourage trust in your child?

- Keep your promises. To begin with, make only promises which you can keep. No matter how young the child, say "yes" or "I promise" only when there is no question that you will come through. If you're in doubt at all, explain why.

Suppose your son wants you to take him to the zoo on Saturday, but you may be called to work that day. Explain your predicament to him. Reassure him that you do want to take him to the zoo and set a definite date on which you will, regardless of what else crops up.

- Explain why not. If your child asks for something you don't want him to have, be honest with yourself and with him.

My eight-year-old once asked to go to a video arcade. I don't approve of video arcades but I was tempted to soften my negative answer by saying, "Not today, dear." If I had, he would have reached the conclusion that on another day I might allow him to go.

Instead, I made it clear to him that I didn't want him to visit video arcades. We discussed my reasons for the decision and some alternative activities which he might enjoy.

- Answer honestly. Try to answer all questions honestly. Pick your words to suit the child's level of understanding.

When a four-year-old asks what the moon is made of, it's not necessary to launch into a geological treatise. A simple answer about rock and sand will be easy for her to understand. If she needs more information, she'll ask.

- Don't evade. Sometimes we're tempted to give our children evasive answers because we're afraid they won't grasp our meaning or they may be upset by it. Death and sex, for example, are both topics that make parents uneasy.

Both death and sex, however, are realities about which all children must learn eventually. Protecting a child from learning about the experience of death won't keep him safe from it but

Sometimes adults don't realize how their words and actions may affect the trusting natures of children. Casual jokes, easy deceptions, and broken promises all do more harm than may be immediately obvious.

may hinder his ability to cope with the experience in the future. Holding back information about his sexual nature won't prevent your child from misusing it. The less he knows the more likely he is to have problems, so share your knowledge and values with him.

• Admit shortcomings. When you don't know the answer to a question, admit it. The reality is that no one has all the right answers. Teach your child where he can look for answers.

To give a correct answer to complex questions takes a lot of time. Adult knowledge has to be rephrased into a child's language. If you don't have the time to answer a specific question when it's asked, arrange with your child to answer it at another, definite time.

• Correcting misinformation. What can you do to protect your child from thoughtless adults? If you are present when incorrect information is given, gently correct the information then explain to the adult that you try to be accurate with your answers. Most adults are sensitive to a parent's concerns and won't be offended. If someone is insulted, consider whether you want this person influencing your child.

A youngster can't be protected from all destructive influences. However, your reliability and honesty will be strong reinforcers for your child's faith in adults. Your example and that of others will teach him another of life's realities — that there are both trustworthy and untrustworthy adults. Through his experiences, he'll learn the skills to distinguish the two and he'll always be confident there are people in whom he can believe.

Jayne L. Buryn is a family counselor in Fort Saskatchewan, Alberta, Canada, and the mother of two boys.

The Myth of Adult Conversation

By Fernando Pargas

The lady sitting behind me on the plane spoke loudly to her companion. "The main reason I want to go out there and get a job is that I really need some adult conversation. You can go crazy with two toddlers in the house."

Adult conversation. I mentally toyed with this phrase for a while, trying to think of a time when I had enjoyed interesting adult conversation. The few times I visited bars I found myself appalled at some of the "adult conversation" I heard. The most interesting speaker I can remember was a woman in her late 20s who seemed eternally bored and slightly drunk. Her most exciting question was "Did you see the new stationary bicycle advertised in *Pumping Iron Weekly*?"

My mind wandered to the office. My colleagues were educated, friendly, even sophisiticated. But the adult conversation there was nothing to write home about. Like their computer lines, everyone's career, marriage and affairs were either up or down. Men's favorite topic was sports, women's was fashion. Although entertaining, neither topic was very profound. Was frank, warm, and intelligent "adult conversation" nowhere to be found?

Surely, I thought, I had experienced adult conversation in college. Think hard, I urged myself, the university is a place of profound exchanges. Meanwhile, we landed, and I couldn't remember one instance. Discussions there centered mostly on earning a grade and passing a class, although we worked hard to portray the image of adult conversationalists.

I concluded that the "adult conversation" the lady on the plane was referring to was more overrated than Southern chicken. Either we have turned into a society of shallow morons, or I am a moron myself, with antisocial tendencies.

That the latter might be true didn't worry me so much as the idea of this poor lady going out to find what I thought was extinct.

Suddenly I recalled a true adult conversation I had recently enjoyed. Excitedly, I tried to remember where it had taken place. Was it at the university, the airport, the office?

"It's coming to me," I think I uttered out loud (judging from the surprised looks of the people beside me).

Yes, yes, it was a conversation filled with a rare honesty and fresh insight. Unassuming and yet profound, it was frank, warm and wide-ranging. We discussed why human beings are on earth and what death must be like. These serious subjects were rounded out with others. We determined that a mosquito could not bite through an elephant's skin and that a parrot could not go to school. I was reminded of the importance of treating one's sister kindly, and convinced that sharks don't attack people who just play in the sand.

Because, you see, I was talking with a friend's five-year-old son.

Reprinted with permission of Fernando Pargas, a freelance writer living in Dale City, Virginia.

The Back Page

Which child is more likely to die from a drunk driver: a pedestrian or a passenger?

A recent review of one state's traffic accident data revealed that the largest proportion of children's car accident deaths related to drunk drivers were child passengers, not child pedestrians, contrary to what the public might think.

The findings, published in the June issue of **Pediatrics,** the journal of the American Academy of Pediatrics (AAP), prompted the North Carolina researchers who conducted the study to suggest that, in addition to more stringent alcohol control legislation, health care providers should admonish and teach parents about the deadly hazards of drinking and driving to their children.

Motor vehicle crashes, the leading cause of death for children 1-15 years old, accounted for 3,600 deaths in 1982. The researchers estimate that more than 30,000 children are injured yearly in alcohol-related crashes.

The study looked at a four-year period (1979-1982) preceding the adoption of a law in North Carolina that raised the drinking age and included stiffer penalties for drunk driving. Fifty-six percent of the alcohol-related deaths involved child passengers in cars where their own driver had been drinking; 23 percent were children in multiple-vehicle crashes where the other driver had been drinking.

A good idea from a reader: A child's diary of books

Doyne Carson, a *Growing Child* subscriber from Battle Ground, Indiana, stopped by our offices recently and described a diary she'd kept of the books she and her daughter had read, starting when her daughter was 18 months old.

Mrs. Carson used a code to rate the books — "excellent," "so-so" "no good" — and kept track of the dates each book was read. Later mother and daughter could go back and find books they liked or wanted to read by remembering when or where they read it first — when the weather was cold, when they were in the swing in the summertime, etc.

Not only could the family re-read the books they'd enjoyed the first time, they could talk about the books and the experiences they'd had reading them, recreating good memories.

Mrs. Carson plans to give the diary to her child as a gift when her daughter is older — a priceless legacy that can be used over and over for future children and grandchildren, and a treasured memory of one little girl's early adventures in books.

Growing Child publications receive international attention

Several Growing Child publications, including *Growing Child, Growing Parent, Growing Up*, and *Growing Child Research Review*, were the topic of a major presentation titled "Parent Education" at the Ninth International School Psychology Colloquium held in Denmark in August, 1986. Psychologists from 20 countries attended the meeting.

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30AM PT

On TEMPO Television (formerly SPN Cable Network)

Tuesdays	11:30 AM ET	8:30AM PT
Wednesdays	8 PM ET	5 PM PT
Thursdays	2 PM ET	11 AM PT
Fridays	4:30 PM ET	1:30 PM PT

A Journey Through the First Year of Life

On CBN Cable Network

June 12 — 8 PM Eastern Time

On TEMPO Television (formerly SPN Cable Network)

Also airing June 15 — 10 PM Eastern Time

Check local listings for channel.

Research Briefs

Excerpts from child development research

Doctors disagree about tube insertion for ear infections

New York — Earaches have always been a worrisome component of early childhood. The theory that repeated middle-ear infections can impair hearing during the critical period of speech development has only added an element of urgency to the classic scenario.

Some doctors are trying to reduce the risk of hearing loss by performing an increasingly controversial operation on tots who keep getting earaches. And some doctors are challenging the widespread use of this surgery, which has become the most common operation performed on children.

The surgery involves inserting a tube in one or both of the ailing tot's ears, which permits continuous draining of the blocked ear passages and enables the youngster to hear normally. The tubes stay in place for an average of six or seven months before dropping out.

Dr. Jack L. Paradise of University of Pittsburgh School of Medicine is one of the pediatricians who questions the procedure's necessity, effectiveness and, ultimately, its safety. In addition to subjecting small children to the hazards of anesthesia, he points out, the $1000 operation results in abnormalities in the eardrum in 32 to 67 percent of patients and leaves the eardrum permanently scarred in almost all cases.

The long-term effects of both the scars and the abnormalities remain unstudied so far, he says.

Why it's so popular

The dreary series of painful ear infections that plagues so many toddlers is hard for both child and parents to bear. It's distressing to see a youngster suffer. Sleepless nights and daytime nursing disrupt family life and lay waste to child care arrangements.

Then along came the research findings suggesting that chronic ear infections also interfere with learning by affecting hearing. A study of 205 middle-class three-year-olds, conducted by Boston University researchers Dr. David Teele and Dr. Jerome Klein in 1984, suggested that children with a history of ear infections also developed problems in the areas of speech and language. The tubal insertion procedure began to look very good.

Ear problems do recur in 20-40 percent of the youngsters once the tubes are gone, however, and it is now widely believed that children can conquer or compensate for the deficiencies resulting from temporary hearing loss in any case.

Decisions, decisions

How can parents tell, then, if or when the tubal insertion procedure is really necessary?

Dr. Paradise suggests that if fluid remains in the child's middle-ear three months or longer after a physician has prescribed antibiotics for the original infection, a "myringotomy" might solve the problem. This is a simple operation that drains the fluid through a small slit in the eardrum. On the negative side there is a possibility that the child will have trouble tolerating the anesthesia — and fluid returns to the middle-ear in 40 to 50 percent of cases.

However, the myringotomy has an advantage over tubal insertion: it doesn't cause changes in the eardrum that could interfere with the eardrum's function.

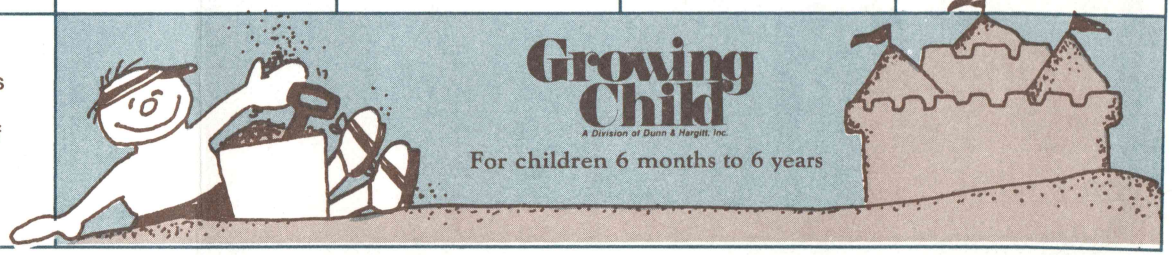
If fluid buildup persists for six months after a treated ear infection, it may be time to consider tubal insertion, Dr. Paradise concedes.

Another expert, Dr. George Gates, head of otolaryngology at University of Texas Health Science Center in San Antonio, recommends tubal insertion surgery if a youngster has had four or more infections within six months. Before inserting the tubes, he prescribes a full round of antibiotics and a two-month wait. At the end of the two months, he finds that about half the kids do not need the operation.

Research Review
Volume 4 Number 9
September, 1986

Fun things to do in June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
"There is one thing which gives radiance to everything. It is the idea of something around the corner." G. K. Chesterton	**1** Is the sun shining today? If it is, go outside and enjoy the sunshine!	**2** Introduce a new vegetable into Youngster's diet.	**3** Which hand is your right hand? Your left hand?	**4** Organize jar lids from smallest to largest.	**5** Repeat your favorite rhyme.	**6** Look for some flowers outside to use as a centerpiece for the table.
7 Draw on cement with colored chalk. Wash off with a garden hose.	**8** Wear something with pink in it today.	**9** Look through a magazine and find a picture of a dog.	**10** Sing "Hush Little Baby" before naptime.	**11** Go outside and take a look at your shadow in the morning and in the afternoon. What's the difference?	**12** Draw a card for Dad, or for a special male in your life.	**13** Go for a walk in a woods. Turn a log over to see what is under it.
14 FLAG DAY Where are the stripes and where are the stars on the flag?	**15** Practice listening skills. Close your eyes—what do you hear?	**16** Sit outside under a tree and read a book with someone.	**17** Gelatin cubes for a snack.	**18** Play peek-a-boo with a scarf.	**19** Go to the library and look for a book about boats.	**20** Take in an outdoor concert.
21 FATHER'S DAY What can you do for your dad?	**22** What state do you live in?	**23** Take an old white sock and draw a face with markers to make a puppet.	**24** Take a magnifying glass outside and look at bugs, flowers, etc.	**25** Hide a toy in a pocket and let Youngster find it.	**26** Play with a toy that "connects" together in some way.	**27** Find some water in which to play/wade/swim.
28 Eat dinner outside.	**29** Make popsicles from fruit juice.	**30** How many articles of clothing can Youngster take off by himself?				



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Growing Parent®

June 1987
Vol. 15 No. 6

The importance of saying "thank you"

By Charlotte Jones

Learning when and how to say "thank you" and mean it is an important social skill for youngsters to learn. And, as usual, parents are the teacher.

Good manners are not instinctive. They are not inherited. Occasionally they are copied, but for the most part good manners, including gratitude, are learned.

Why teach manners at all?

In our society, what we do and say — or fail to do and say — plays a significant part in our relationship with others. The child who is not taught socially correct responses may become a social misfit and be considered offensive and/or a snob. Good manners also make a person more pleasant to be around and a more desirable friend.

Children know good manners

Both children and adults alike resent people who are rude and thoughtless. One ten-year-old boy, for example, told his mother about an incident that occurred when he was six.

"Remember that dump truck I took to Eric's birthday party?" he asked.

His mother remembered.

"Well," said the boy, "Eric didn't even say 'thank you'. He said, 'I don't like to play with trucks. I'll give this to my cousin'." Even after four years, the boy still remembered Eric's bad manners.

What if it's awful?

Most of us have received our share of inappropriate gifts. As adults, we smile and say how happy the gift made us. Perhaps we aren't really lying, for we know that the giver was trying to make us happy. Sometimes our "thank you" expresses appreciation more for the person's friendship than for the actual gift.

Children need to learn this, too. It is certainly acceptable to have negative feelings about a gift. A child doesn't have to like everything he receives, but showing appreciation is common courtesy. Just as we would not allow a child to kick another person because he "didn't like him or her," we also shouldn't allow a child to be ungrateful to a gift-giver because he "didn't like" the gift.

Teaching appreciation

There are several approaches parents can use to teach appreciation.

- **Involve children in the process of giving.** Whether it is a present for a friend's birthday or something for Grandpa for Father's Day, include the child in selecting, making, or buying and wrapping as well as the giving of the gift. This will instill a better sense of the effort behind gifts.
- **Discuss how a gift is selected.** Review all the steps involved — either making the gift or going to the store, looking at different things, discussing, remembering the person's tastes and lifestyle, finding or making the right card, standing in

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How to keep peace and keep friends.

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Activity calendar Page 8

line to pay, spending money, wrapping the gift, delivering it, and then hoping the person would like it. Remind the child that all those things are what happens when people bring gifts to him.

• **Talk about why people bring gifts.** People give us things because they like us, because they want to make us happy, because they think we will like the gift they selected.

• **Emphasize that sometimes the gift isn't what we hoped for.** Sometimes we don't even like the gift. What do we do? Do we say, "Oh, ick?" Of course not! Occasionally when we say "thank you," we are thanking the person more for trying to make us happy than for the actual present.

Sometimes a parent can recall an incident from his own childhood when he received a gift he did not like or when he gave a gift that wasn't appreciated. Sharing feelings and reactions often helps children understand more easily.

Learning by example

Children *do* learn by example. When a child hears family members saying "thank you" often, the words become a natural part of the child's vocabulary as well.

And when a child remembers to say "thank you" spontaneously, praise will encourage him to remember again . . . and again.

It is important to teach a child about gratitude (or any other phase of good etiquette) in private. Children have a sense of personal pride at an early age and can be easily embarrassed. Out of respect for the child as a person, try to make discussions of manners a private matter.

A wise man once said, "I have observed that the happiest people are the most grateful and the most appreciative people. They certainly are nicer to have around than the grumblers, the complainers, the whiners." Appreciation is a good habit to develop. There is no better time than when a child is young to instill its importance.

Charlotte Jones writes for major national publications including Good Housekeeping, Family Weekly, and Baby Talk.

Can an adult friendship survive when the kids don't get along?

By Mary Moloney Haggerty

Friends are an important source of support during the childrearing years. Just because your children don't get along doesn't mean you have to sacrifice your friendship.

My first pregnancy was blissful. And, thanks to my friend Karen, that bliss continued on through my daughter's first year.

Karen and I grew up together. We had lost touch for a while but the news that we were expecting babies on the same day reunited us. We shopped for layette items together, discussed names, planned and dreamed about life with our babies. When our children arrived just two weeks apart, we depended on each other for the support so vital to new mothers.

Toddler tyrants

Then our children became toddlers and everything changed. Erin and Justin didn't get along. It wasn't just typical toddler behavior — fighting over toys and proclaiming "mine, mine, mine!" No, their personalities simply did not mix.

Erin was very aggressive and Justin cried easily and the combination was unbearable. From the moment we would meet, Erin would provoke Justin, pinching him, grabbing things from him and teasing them, and Justin would scream. The more he screamed the more Erin bothered him.

At first Karen and I thought this was a phase that would pass. But soon our meetings became fraught with tension. Karen tried to protect Justin while I explained that Erin wasn't like this with other children. We knew it was time to talk.

Between friends

Children often come between even the best of friends, but Karen and I learned that they don't have to. We found that with some effort you can keep a friendship alive in spite of bickering children.

First, admit to each other that your children don't get along. It's tempting to ignore the problem and hope things will get better on their own, but chances are they won't. You may find, instead, that your friendship is deteriorating because you can't stand to be together.

I felt a sense of relief when Karen finally said to me, "Our children don't like each other." Somehow bringing the problem out in the open made it seem less hopeless.

You may get discouraged at times and wonder if all this effort is worthwhile, but special friendships deserve special effort.

A sense of humor will help, too. It's easy to be upset with your children for disrupting a special friendship but try to see the lighter side of your situation. Don't overanalyze, looking for causes and cures. Instead, laugh about it. Karen and I finally realized this was just one more reminder from our children that they are their own people.

Alternate strategies

The morning get-together over coffee won't work if your children fight. These children need to meet on neutral ground with plenty of space and distractions from each other.

The park is an ideal meeting spot. Pack a picnic lunch and be certain each child has his own toys. I usually bring beach chairs so we can relax comfortably while watching our kids go their separate ways. As Erin plays on the swings and Justin romps in the grass, Karen and I are able to talk and catch up on the week's events.

Of course, the park won't do in all kinds of weather. But don't let freezing temperatures keep you home alone. Try meeting with the kids at a fast food restaurant. Eating a hamburger will keep them occupied for a while and when they're finished, other young diners can provide a distraction. You can buy yourself some extra time by bringing a coloring book and crayons for each child. But be sure to seat them on opposite sides of the table.

Strolling together

In mild weather, Karen and I often take the children for a short walk after lunch. Strapped safely in their strollers Erin and Justin watch the sights while we finish our conversations.

If your children don't mind shopping, your local mall can provide a wonderful meeting place. But don't expect them to be too perfect — plan to stop for a treat halfway through your shopping trip.

Children often come between even the best of friends, but they don't have to. With some effort you can keep a friendship alive in spite of bickering children.

Get-togethers with a good friend don't always have to include the kids, either. "Mom's Night Out" can solve the problem of bickering children and provide you a well-deserved evening to yourself. This might be dinner out, a shopping trip, a movie followed by coffee and dessert, or anything you both enjoy that allows you time together.

I enjoy having Karen to my house, or going to hers, after the kids are in bed for the night. We brew a pot of coffee and sit at the kitchen table talking.

Always the telephone

When getting together with or without the children is impossible because of illness, bad weather or busy schedules, rely on the telephone to keep your friendship going. Whether it's a quick call or an hour-long discussion, the telephone is an easy, tension-free way to stay close.

There may be times when you have to go to your friend's house with your child. Don't turn down a party invitation or a chance to include the dads for a weekend barbeque, but do plan ahead.

Bring some of your child's own toys to the party. This might make your little one's presence less threatening to your friend's child.

Supervision is the key if your get-together is to be a success. Always have one adult watching the children and rotate guard duty often. Karen and I try to keep the children outside with the rest of the group so the supervising adult doesn't have to miss the fun.

You may get discouraged at times and wonder if all this effort is worthwhile, but special friendships deserve special effort. The support and encouragement Karen and I give each other outweigh the trouble we've encountered along the way.

Remember, too, that children are constantly changing and growing. Someday your children may get along or at least tolerate each other for short periods. Why, just last week I had to stop by Karen's and we lasted 10 minutes without a scene. Progress! Who knows, next time it may be 20.

Mary Moloney Haggerty is a freelance writer specializing in family topics. She and her husband live in Walnut Creek, California with their two young children.

Photographing children is easy and fun

By Denise Springer

Children's lives are packed with photographic opportunities. The first glimpse of a Christmas tree, a birthday cake, freshly fallen snow, a first swim — all evoke beautiful expressions on little faces.

You don't need expensive, high-tech equipment to get good pictures of children. Any camera in working order will give good results. You just need to start taking pictures and keep taking them.

Have your camera loaded and out where you can grab it at a moment's notice. The best shots are those where your child is engaged in an activity. He won't wait for you to rummage through the closet for the camera.

Some tips:

- Get well acquainted with your camera. Read the instructions carefully.
- Use your camera so frequently that your child is unaware of it and acts naturally.
- Get pictures of different moods. A pout can be as cute as a smile.
- Clear away any clutter that does not contribute to the shot. Everything in the picture should draw attention to the child.
- Frame pictures vertically as well as horizontally.
- To dramatize growth, photograph the baby in the same chair every few months. First he'll be lying in it, then sitting in it, then climbing over it!
- For an intimate view of your child, get down on his level.
- Try to take your outdoor shots on a hazy day or stay in the shadows. The softer light will create a more subtle picture and your child will be less apt to squint or close his eyes.
- For basic outdoor shooting, 100-speed film is usually your best bet. For indoor picture taking, use 100-speed film with a flash attachment, 400-speed film if using natural light coming through a window.

You don't need expensive, high-tech equipment to get good pictures of children. Any camera in working order will give good results. You need to start taking pictures and keep taking them.

- When using a flash attachment, aim away from reflective surfaces or you will get a glare. Be sure batteries are fresh.
- Get some close shots of Baby's face.

When shopping for a photo album, be sure to purchase one made with non-acidic materials like 100% rag paper so your prints will not be damaged by the chemicals. Arrange photos in sequence and store the album away from heat and humidity.

Put your photographs out where the family can enjoy them. My 2½ year old loves looking through our photo albums. It is educational for both of us. He develops his vocabulary and memory; I get insight into what he thinks about people and events.

He also enjoys having a photo album of his very own. His grandmother filled it with pictures of the vacation we took together this summer. It is small so he can get it himself, whenever he wants to look at it.

When your child is old enough, consider buying him a sturdy camera of his own. That way he can experience, first-hand, the thrill of capturing a moment forever.

Denise Springer is a free-lance writer in Oklahoma City, Oklahoma and writes for and about children and their concerns. She is married, with a son and a stepdaughter.

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On CBN Cable Network

September 12	10:00 PM

On TEMPO Television (formerly SPN Cable Network)

September 11	11:00 PM

(Call your local cable company for the time and channel number in your area)

Keep in touch with yourself in a journal

By Melissa Howell Stanley

Do you feel vaguely dissatisfied with yourself at times? Have you lost touch with your goals or your secret dreams? Do you sometimes wish you could stop your life so you could relax and enjoy it more fully?

Most of us feel this way sometimes, but because the feelings are so vague, our attempts to make changes are futile. There is one simple act that can make a difference, though — writing. Once your needs have been outlined (written in a diary, journal, runner's log), feelings and ideas become much more clear and concrete.

If you write yourself a letter each day in a journal, you can stop and explore your inner thoughts, recall funny incidents, even see your own 'history'.

Just get a pen, paper, and start writing things down. Don't sit and think too hard trying to plan what to write or your pen will never touch paper. Write the first thing that pops into your head. Let the written words slide out of your fingertips as easily as you let them roll off your lips in conversation.

Your stories will be surprisingly entertaining. Especially if you make writing a daily, 10-minute part of your life. Keep the journal beside your bed so you can scribble down a few thoughts while you unwind. Brag about what you've done, give yourself pep talks . . . it will feel good!

Write as though you were talking to a dear friend about your day. You might even try saying words out loud as you write. Write your plans, pinpoint specific goals, and make commitments in your journal. Be yourself — open and honest. That's what's neat about the privacy of a journal: you can be petty or nice, grumpy or happy. These emotions are real and refreshing, and writing them down will help you enjoy them over and over.

It's often hard to make yourself write if you don't have to — a lot of people hate to write. But since you will be your only critic, you can make life easy for yourself. If you want to, you can eliminate complete sentences and "trash" punctuation.

Writing for simple enjoyment is a challenge, but the benefits of doing it add up in a positive way.

Benefit #1: Writing daily accounts can help you relax and laugh at yourself.

Words written seriously years ago will often seem funny now. You won't believe how angry you were at such insignificant details. And your remarks will have a new twist when you read them with age and experience behind you.

Benefit #2: Writing down feelings can help harness or make more controllable what could be an overwhelming or destructive emotion.

By writing down your emotions (anger, sadness, depression, hope, happiness), some tension is released. When the emotional energy is channeled into a written format, something concrete has been done with that energy.

Benefit #3: A journal can be as entertaining as going to the movies (and a lot cheaper).

Think of the pleasure you will give your children when you take out your writings and tell them the goofy things you did as a child or surprise them with tidbits of their own past. And the journal can be spiced up even more by tossing in a photo here or there, or by drawing on your own stick figure illustrations.

Photos and babybooks are nice, but an accurate journal written over the years will mean even more. When others have quilts and locks of hair as keepsakes, you'll have memories to draw upon. You will be glad you took the time to write when time was short.

Benefit #4: Those who learn to write while young may discover a real talent that might otherwise have been lost.

Children can be introduced to keeping their own journal by using an oversized office calendar. They can draw pictures or place stickers describing their day in each calendar block. This experience may make them more likely to become good letter writers and communicate frequently with their families after they are grown.

Does all this sound somewhat overwhelming? Don't worry, a journal won't get mad if you ignore it completely for a few days. But the fleeting moments you want to cherish may get lost if you fail to put words down on paper soon enough.

Melissa Howell Stanley is a free-lance writer living in Houston, Texas. She received her journalism degree from Sam Houston State University. She and her husband Curt have three children, including boy-girl twins.

Research Briefs

Excerpts from child development research

Quality time? In many households that means watching television

Ann Arbor, Mich. — Working parents assert that they make sure their hours with their youngsters after work and on weekends are "quality time." Full-time homemakers point out that they are able to seize and capitalize on "quality time" whenever the child is ready for it. Findings of a new study conducted by a trio of researchers at University of Michigan's Institute for Social Research suggest, however, that parents in both groups may be kidding themselves.

Although there is no official definition of quality time, such activities as reading aloud, playing games or sharing informal conversations come to mind.

There is general agreement that TV viewing does *not* rate as quality time. The researchers discovered, notwithstanding, that "no other single activity consumes as much free time as watching television." The custom "dominates the American family's time together," they report in the *ISR Newsletter*.

Each week children whose mothers hold down jobs spend six hours and 40 minutes watching television with one or more parents. Their total weekly viewing time is 11 minutes short of 15 hours.

Each week children whose mothers are home with them all day watch even more TV, with and without their folks. Parents and children spend eight hours and eight minutes together in front of the set every week. Children's total weekly viewing time exceeded 16 hours.

What about quality time?

Working mothers logged less than two hours of quality time with their children each week — about 11 minutes on weekdays and 30 minutes a day on weekends. Fulltime homemakers did a bit better — a little over three and a half hours a week of full parental attention went to their offspring, approximately 30 minutes each weekday and 36 minutes a day on the weekends.

One unexpected finding was that fathers give even less quality time to their children than mothers, whether their wives have jobs or stay at home. The researchers had predicted that men whose wives combine work and childrearing would spend more hours with their children. Instead the fathers in this study dedicated an average of eight minutes on weekdays and 14 minutes on weekend days to their young. And they still managed to squeeze almost an hour a week more recreation time into their schedules than their wives.

Effects of TV

The research team found only a weak correlation between the amount of television children watched and lower scores on reading comprehension tests. The effect of TV on this aspect of intellectual performance was not as negative as many other studies have concluded.

Citing studies that compared American kids to their Japanese counterparts, the ISR team reminds that Japanese youngsters retained academic superiority over U.S. pupils *despite* watching even more television each week. "Apparently it is not TV-watching that undermines American children's intellectual development, but rather the low amounts of time American children spend in activities known to facilitate intellectual development" — i.e., "quality" time pursuits.

The team analyzed data from a 1975 national time-use survey of more than 1500 households and from a 1981 followup of 922 of these families. Parents and/or children were asked to keep 24 hour activity diaries on four different, randomly selected days during one year.

Research Review
Volume 4 Number 11
November, 1986

Dr. Bob

Sponging article correction

One of our readers disagreed with the short review article on sponging feverish infants and children that appeared in the December,1986 issue of *Growing Parent.*

This article was originally taken from one that appeared in the **Canadian Medical Association Journal** in March, 1985. It advocated the discontinuation of sponging as a routine means of lowering the temperature of a feverish child.

The original article and study have been reviewed and found to contain several flaws that made validity of the study suspect.

Most doctors still advocate sponging as a means of lowering temperature in situations where (1) the temperature is extremely high, or (2) oral fever reducing medicines cannot be given or retained or seem to be ineffective.

If done properly, sponging *will* lower temperature (consult with your own physician as to technique).

Care must be taken, however, to avoid chilling or irritating the child to the extent that he cries or fights excessively causing an actual increase in temperature.

Robert E. Hannemann, M.D.

Poll indicates small family is new American ideal

New York — "Two's company, three or more's a crowd," most Americans said in effect when a Gallup poll asked them the ideal number of children a household should contain.

A full 59 percent of the 1004 adults questioned chose "two" as the optimal number of kids, while five percent voted for "one." This means that nearly two-thirds of the respondents preferred small families, the greatest proportion in Gallup's 50-year history.

Seventeen percent chose "three" as their ideal family, while only 11 percent — the smallest percentage ever — opted for "four or more." (Even 51 percent of the people who had already *had* four or more youngsters believed that one or two children was preferable.)

Large families tended to be the choice of individuals who were older, less affluent and less educated. Those who were themselves from big families were also more likely to make this choice. Twenty-five percent of the blacks questioned, compared to 10 percent of the Caucasians, saw a family of four or more children as optimal.

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Infants in one research study cried less when carried more

Evanston, Ill. — In this country, "normal" infants' crying increases up to six weeks of age, then gradually declines until the age of four months. Typically, the longest concerts take place in late afternoon or evenings, but to the harried parents the baby seems to be wailing 24 hours a day.

An infant's continuous crying may not only cause "maternal distress" but can result in a cessation of breastfeeding and even in child abuse. Urs A. Hunziker, M.D. and Ronald G. Barr, M.D.C.M. report in *Pediatrics*.

Researchers now feel, however, that it may be possible for parents to modify their baby's crying pattern — if they are willing and able to spend a lot of time carrying her or him.

In their study of 99 mother-infant pairs, investigators at Montreal Children's Hospital Research Institute found that babies who were held in their mothers' arms or in carriers more than three hours a day cried 43 percent less overall at the peak crying age of six weeks than infants in the control group. They also cried 51 percent less during the evening hours, which are considered prime crying time.

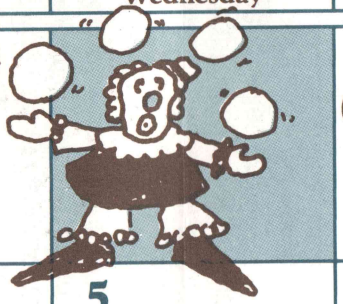
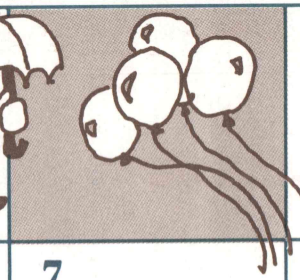
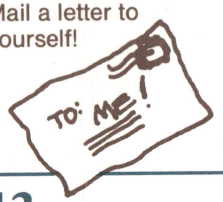
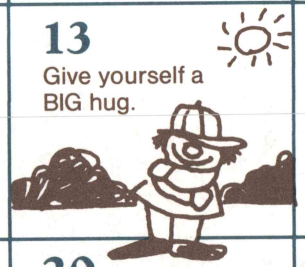
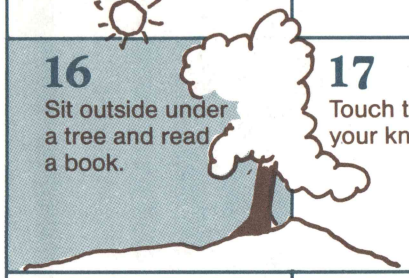
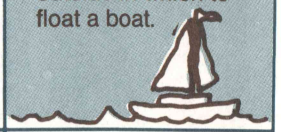
What did the babies do instead of bawling? They replaced crying with contented awake behavior.

The "normal" crying pattern for American infants is typical only in our society, where mothers use such soothing techniques as holding and rocking only as remedies for crying rather than as preventatives, Hunziker and Barr point out. In most other cultures, women take advantage of the companionable peace that ensues when babies are kept pleasantly close.

Infants in this study were between three and 12 weeks only, and nursing.

Research Review
Volume 4 Number 11
November, 1986

Fun things to do in August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Growing Child A Division of Dunn & Hargitt, Inc. For children 6 months to 6 years					**1** Have you been to an amusement park this summer?
2 Draw a line on the sidewalk and practice jumping over it.	**3** Play with a puzzle. 	**4** Play with clay or play dough.	**5** Mail a letter to yourself! 	**6** Find something colored red in the house.	**7** Paint your toenails different colors.	**8** Read *Picnic*, by Emily Arnold McCully.
9 Do you know the date of your state fair? Try to attend this year.	**10** Put on a record and dance to the music.	**11** Go outside and touch: A tree, the sidewalk, and a flower. How do they feel?	**12** Sing a song while riding in the car.	**13** Give yourself a BIG hug. 	**14** Go outside (where it's safer), and yell as loud as you can.	**15** Go outside, stand in the same place each time, and look at your shadow at 10 a.m., noon, and 2 p.m.
16 Sit outside under a tree and read a book. 	**17** Touch the **back** of your knee.	**18** Listen to something soothing on the radio before bedtime.	**19** Sweetcorn for dinner. (Corn on the cob is even better!) 	**20** Find a great big sandbox to play in.	**21** Sing "Where is Thumbkin?"	**22** Find some water **outside** in which to float a boat. 
23 Take a nap together. / **30** Play outside with a water hose (with adult supervision).	**24** Write your name and say the letters out loud. / **31** What month starts tomorrow?	**25** Go to the library and look for a book about friendship.	**26** Put a straw in an orange and drink the juice. 	**27** What happens if you set a cup of cold water out in the sunshine?	**28** What is your favorite animal? 	**29** Give a compliment to a friend.

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Growing Parent®

August 1987
Vol. 15 No. 7

How to be a Hospital Parent

By Sara Flowers

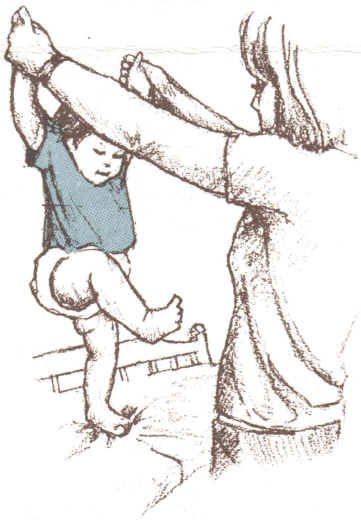
Having a youngster in the hospital is an extremely stressful situation for parents. Knowing how to simplify a hospital stay can help the whole family survive with grace and good humor.

When your child is hospitalized, you are worried and frightened and in an alien environment. Everyone has advice for helping your child cope with the hospitalization, but what about you, the hospital parent? The trauma can be nearly as great.

In a recent 16-month period I spent 33 days in two hospitals and two medical centers in four hospitalizations of two of my children. Their ages were 14 months and 8 years and their conditions ranged from minor elective surgery to lifethreatening illness. We all made it intact both physically and emotionally. Here are a number of suggestions from my experiences that may help other hospital parents.

• **Sleeping arrangements.** Since nearly all hospitals now recognize the benefits of having a parent stay with a hospitalized child, there will probably be some sleeping arrangements for you. I have slept in a reclining chair, on a floor mat, on a cot in the playroom, and at a Ronald McDonald House. All were perfectly adequate. The Ronald McDonald House charged $8 a night (for those who could afford it), which I gladly paid for the sake of some privacy and space during the lengthy stay. It also enabled my husband and younger children to visit and even stay all night with me.

For in-house sleeping arrangements, your child's nurse will generally give you the hospital's guidelines on the first day.



Usually bed linens are available, and you are responsible for getting your bed and your linens out of the way during daytime hours. If your nurse doesn't offer the information, ask.

It took me a long time to learn what to wear while sleeping in the hospital. I never felt very comfortable sleeping in my clothes, but a playroom or a semi-private room is sufficiently public that I never felt comfortable enough to wear a nightgown either. A good solution is a jogging suit: it's comfortable, it's decent, and it's warm, which can be a consideration if blankets are at a premium.

• **Showers.** Usually showers are available late at night, after all the patients are settled in. Linen hampers are readily available; it would be the height of bad manners to leave soggy towels for someone else to pick up.

• **Toilet facilities.** If your child is in a private or semi-private room, you may be permitted to use the toilet there. However,

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you may be requested to use a visitor's restroom down the hall. The rules are for the health of the patients, so observe them.

• **Food.** Most hospitals will supply you with a guest tray for a fee (not covered by your insurance). During one hospital stay, I got guest trays at every meal by filling out daily menu cards right along with my son, but in some places you have to take whatever they have the most of. The charge for two weeks was about $35. Other hospitals charge more, and in some cases you must make arrangements in advance with the cashier.

On other occasions I have brought food from home, used the hospital cafeteria or coffee shop, and eaten vending-machine food. Most hospital floors have microwave ovens, and one solution that worked for me was to bring single-serving cans of chili, stew, or soup and heat them in the microwave. I tried to keep fresh fruit on hand, too.

Coffee, tea, broth, and crackers are usually available in the floor kitchenette. The nurses will tell you the rules for use. Be considerate of the needs of the patients, the nurses, and other hospital parents. No one is going to be happy if you drink the juice that was reserved for a particular patient or take the last cup of coffee and leave the pot to scorch on the hot plate. Be sure to clean up after yourself.

• **The nurses.** Your main contact in the hospital will be your child's nurses. If you have any questions — about your child's care, hospital procedures, or anything at all — ask the nurse first. If she doesn't know, she'll tell you where to find out.

Be considerate of the nurses; don't expect them to wait on you. Be especially conscious of change-of-shift times (usually 7 a.m., 3 p.m. and 11 p.m.). Your new nurse will be making rounds soon after change-of-shift; more questions can wait until then.

Occasionally your desire to make your child happy may conflict with the nurse's need to perform a medical procedure. In the majority of cases the medical necessity will have to take priority. If it is possible, calm and cheer your child while the procedure is taking place. Once in a while you may find that your presence is only inhibiting things. In that case, leave the room and let the nurses do their jobs.

• **Visitors.** Visitors can be a great source of comfort to you and your child. However, observe the rules which usually limit bedside visitors to two. I have been in a room in which the patient in the other bed was surrounded by parents and grandparents and a few friends. It was unpleasant for my son, who couldn't hear me reading to him or watch TV or sleep. There are always waiting rooms where group visiting can be carried on.

Hospital rules vary greatly on sibling visitation, but in many cases it can be arranged. It will require your other children to be in perfect health, and it may necessitate collusion with a sympathetic nurse, slipping up the back stairs and a visit of not more than five minutes. If it can be managed, however, you will

Helping your child in the hospital

Parents have two important jobs when a child is hospitalized: consumer advocacy and moral support.

Your child cannot monitor the quality of his or her own care — that's up to you. Be sure you know what treatment your child is getting and why. If you have a serious objection to something that is being done to your child, speak to your doctor about it. If necessary, have him or her paged and get the issue resolved at once.

Moral support is also important. Play games with your child, read together, and just talk. I have had some lovely times with my boys in the hospital, despite the situation, because we were able to have uninterrupted quiet time together.

One thing you can do is to make sure your child knows what is going on with his or her body. Even if the child hears what the doctors says each morning on rounds, chances are it won't fully sink in.

You may need to explain the illness, the treatment, and the prognosis — and you may need to do it several times. We found that a children's illustrated book about the body was very helpful, not only to the hospitalized child, but to his brothers at home as well.

My experience has been that it is better to explain as much as possible, even to very young children. They are not able to express well their fears and imaginings, and factual explanations help to bring those out into the open and allay them.

With my older son (who was seven at the time of his first hospitalization and eight at the time of the second), we did "get well" exercises. We concentrated on the part of the body that was sick and told it to get well. It may sound silly, but it helps to

give the child a feeling of control and it helps to develop a positive attitude, which can actually speed recovery.

Touching also helps. Even though your child may be nearly inaccessible in a high crib or attached to tubes and wires, you need to find some portion of his body to touch. Stroke his feet, rub his tummy, caress his head, climb up on the bed and give him as much of a hug as you can manage. Do it often. Touch is vital; don't let the hospital intimidate you from your natural responses.

One other factor in your child's morale may be food. Picky eaters are not going to be thrilled with hospital food.

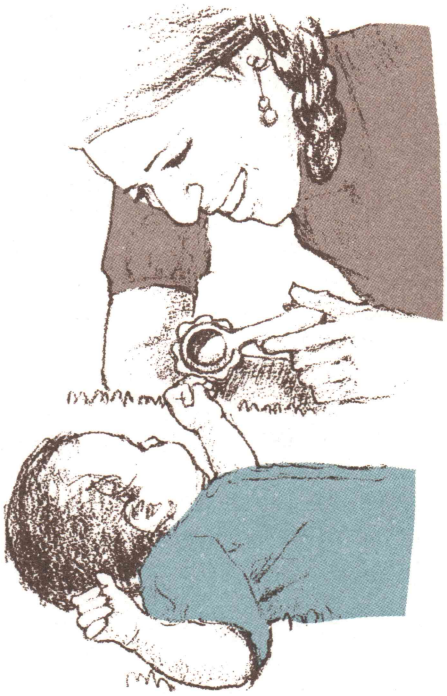
If your child is on a regular diet, however, you can arrange to bring in food from home occasionally. If the hospital dietician doesn't come by to see you, have your nurse ask her to. Then check out the possibilities.

Chances are, if your child wants something, all you have to do is ask. If possible, request it ahead of time by writing it on your menu card. Often, hamburgers and hotdogs are available if your child absolutely won't eat whatever the main dish is.

Also, don't ignore the "extras" — items like bread, milk, juice, yogurt, crackers — which are usually on the bottom of the menu. Your child may well make a meal of these things alone. Keep in mind, too, that your child is sick — he or she probably doesn't have a normal appetite, so don't panic about it.

There may also be some concrete things you can do for your child. You may want to take over some aspect of his personal care, such as bathing. There may be some forms of treatment you can learn about and help with. Ask the nurse, the respiratory therapist, the physical therapist, or the occupational therapist if there is some part of the job you can take over. Some parents don't feel comfortable with this, but if you are willing, the staff will probably welcome your participation.

—S.F.



find that it is greatly cheering for the children at home as well as for the sick child.

• **The ICU.** Your child may have to spend some time in an intensive care unit. Here the rules will be different, more strict. You may have to check in and out of the unit each time you enter or leave. Bedside visitors may be limited to the parents, sometimes only one at a time. Even the parents will be asked to leave during certain procedures, during doctors' rounds, and often when a new patient is admitted to the unit.

There will be very little space at the bedside for your belongings, and there will be no place for you to sleep. Your two jobs will be to support your child in any way you can, and to stay out of the way. Despite all the apparent rigidness, you will probably find the ICU staff to be among the most friendly and compassionate people you will ever meet.

• **Taking care of yourself.** This is much easier done if the hospital is near home. In that case, you can trade off shifts with your spouse or a friend. At least get out long enough to go home, take a shower, change clothes, and get some fresh air.

If you are away from home, it is essential that you get away from the bedside occasionally. Go for a walk around the hospital grounds, find an isolated hallway and do some stretching exercises, get to know some of the other parents and go with them to the cafeteria for a cold drink.

You owe it to your child to be your best self. This means keeping yourself healthy by eating and sleeping properly and keeping yourself sane by keeping your mind busy. Read, knit, do puzzles — whatever calms and cheers you. There will be times when your child is sleeping, watching TV, or otherwise occuped when you will need activities of your own. Brooding won't do you or your child any good.

The hospital experience is one that you can survive. Hospitals needn't be intimidating places. Keep in mind what their goals are, fit your needs into their schedule, and remember what comes first: your child.

Sarah Flowers is a mother and a freelance writer. She lives with her husband and three sons in Morgan Hill, California.

Selecting a hospital for your child

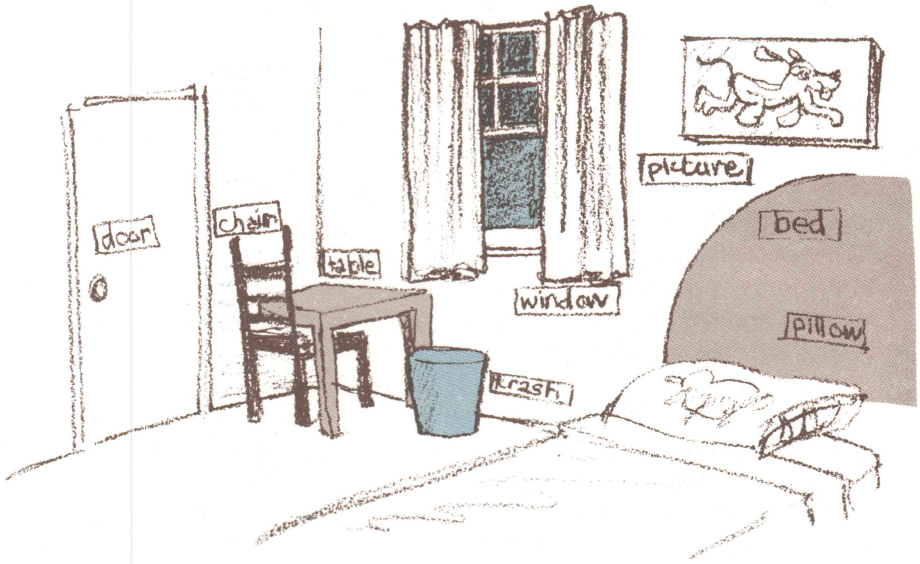
By Christine O'Brien

"This child needs his tonsils out," the doctor says. "He will need to be admitted to the hospital. Which one do you prefer?"

If this were your doctor talking, would you know which hospital in your area would be best for your child?

Hospitalization is something few parents think about until an emergency arises, but when surgeries are scheduled weeks in advance, you have ample time to make a choice. Despite popular belief, hospitals are not all the same, and the one nearest you may not be best for your child.

A specialized children's hospital is best for a child. If there is not one in your area, you should look closely at the local general hospitals to see what they offer.



After your child is admitted to the hospital, remember that he is yours, despite the hospital's nameband around his wrist.

How to choose

The following questions can help you "shop" for hospital services.

1. Is there a ward geared only to children, or children of different age groups? (Don't just ask — check it out for yourself. Look for obvious signs of children — cribs, highchairs, toys, a playroom.)

When a hospital does not have a specialized unit for children, the "pediatric department" usually consists of three or four children in an empty ward, cared for by nurses from an adjoining unit. Parents are upset by this arrangement, and rightly so.

2. Does the hospital offer an orientation program for the child having surgery, prior to admission?

3. Are visiting hours for parents restricted? Will they allow you to stay all night with the child? Can siblings visit?

4. Does your physician have admitting privileges at the hospital?

5. Are you allowed to bring in food for the child (as long as it is within the prescribed diet)?

6. If your baby is drinking formula, does the hospital provide that brand or should you bring your own?

7. Can you bring in toys from home? If so, what kind?

8. Should you bring diapers from home, or are they provided? (If your insurance coverage is not full coverage, it may be cheaper to bring your own.)

An informed choice

After visiting various hospitals and having your questions answered, you can make an informed choice. Talk with friends to see which hospitals they have used and what kind of experiences they had.

After your child is admitted, remember that he is yours, despite the hospital's nameband around his wrist. Feel free to ask questions of hospital staff members and the doctor so both you and the child are secure with all aspects of his treatment.

Will someone be there?

On a medical or surgical floor, nurses usually care for six to eight patients. If you want your child to have someone with him all the time, this is your responsibility. The younger the child, the more he will need you. If you cannot be there all the time, arrange to have an adult the child is familiar with stay with him. This will make his visit to the hospital less frightening.

Don't wait for an emergency or until you find out your child needs surgery to find out about the hospitals in your area. Talk to your doctor and do some research now so you will be prepared.

Christine O'Brien is a certified nurse specialist with a Bachelor of Science in Nursing; she is the mother of a 15-month-old son and lives in Virginia Beach, Virginia.

The brides of August

By Marilyn Gardner

The woman ahead of me at the cleaners placed a long garment bag on the counter. "This is my daughter's wedding gown," she said triumphantly, unzipping the bag to reveal a froth of satin and lace. "I want it cleaned and preserved."

The clerk smiled, as if recalling countless other gowns that had been spread out on this counter over the years.

"But wait!" I wanted to say to the mother of the bride. "Think of the *disadvantages* of a dress that can never be touched or tried on — a dress that, for all practical purposes, will exist only in wedding photos and memories."

I wanted to tell her about my own youthful experience with a touchable, wearable wedding gown — one that had not been put into retirement like a museum piece.

August is the month when even the most truant child becomes a little bored with vacation. By August, my sister and I were desperate for diversions from our diversions — bicycling, swimming, and (don't laugh!) croquet. We waited eagerly, impatiently, for our parents' anniversary on the 12th — not for their sake, but because that day by custom signaled our right to unpack our mother's wedding gown and wear it, actually *wear* it.

Carefully one of us — the first "bride" — would step into the long lace dress, pulling its leg-of-mutton sleeves over small, suntanned arms. To the "maid of honor" would fall the task of fastening the 38 tiny satin buttons running down the back, adjusting the pearl-encrusted headpiece, and straightening the long veil.

For our "ceremony" — not a child groom in sight — the attendant-cum-pianist would improvise a two fingered version of "Lohengrin" while the bride walked slowly down a living room "aisle," wobbling in satin high heels. Befitting the dignity of the occasion, we would assume an air of mock solemnity until both of us collapsed in laughter at the sight of ourselves.

Our "reception" was held at the home of favorite neighbors, a childless older couple who took as much delight in our little ritual as we did. Traipsing across two backyards, we made an odd procession, the make-believe bride clutching a hastily picked bouquet of daisies, her barefoot attendant holding the train high to guard against grass stains.

"How you've grown since last August!" our hosts would exclaim, clicking a Brownie box camera to record the event. After cookies and lemonade, they would wait cheerfully while we went home to swap costumes and roles.

But playing "Bride" was only part of the anniversary routine. Over dinner our favorite bride and groom would repeat, on request, the story of their courtship and marriage: how they met, how they waited-and-saved for three years to be married, how they waited-and-saved for another three years before starting a family. The affection in their voices spoke more eloquently about "commitment" and "relationships" than any trendy books or articles in the '80s ever could.

Years later, when I shook the last grains of rice out of my own wedding gown and took it to be cleaned, the woman behind the counter asked if I wanted it hermetically sealed — "preserved for posterity," as she put it.

Unthinkable! Posterity, after all, begins at home, and I hoped someday to have a daughter who, on an occasional November afternoon, would take my gown out of the attic and play her own version of "Bride."

Feminists might object to this annual dress-up game, arguing that dress-for-success suits and briefcases are better "let's pretend" costumes for daughters of the '80s than wedding gowns and veils. But they would object less now than 10 years ago when mothers — unless a combination of Jane Fonda and Betty Friedan — were judged an embarrassment as "role model" for their proudly independent daughters. The career has not lost its appeal for women, nor should it, but the nuclear family, with its promise of heritage and continuity, has regained some of the appeal it temporarily lost.

Recently, during an overnight visit with my parents, I pulled two boxes out of an attic trunk. One, labeled "Camille's Wedding Dress," contained my mother's gown and veil, still astonishingly beautiful after all the intervening years and all those make-believe nuptials. The other, marked "Ethel's Wedding Dress," held the simple bridal gown her mother wore 73 years ago. Together these two dresses, sheathed in tissue, represent nearly a century of married life. They stand as symbols of youthful hopes and pledges that matured and endured.

This summer, when my parents celebrate their anniversary, the gowns will remain in the trunk, and my sister and I will send long-distance wishes via United Parcel and AT&T. But I will remember those earlier family celebrations, glad that my mother took her chances on dust and mildew and insects — and us — out of her conviction that souvenirs are for the living.

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We don't laugh

Encouraging freedom while setting limits helps children grow

By Marjorie Flathers

Spontaneity in young children is a delight to see. Their fresh and direct approach to things can be stimulating to anyone caught up in the ordinary routine of life.

Sometimes, though, parents are so involved in the day-to-day raising of their children that they forget to allow for this candid spirit.

"We don't laugh"

When my Wednesday morning exercise class finishes, a group of children comes into the room with their parents for an hour of tumble-gym. These eager little ones, in their tiny pastel jogging suits, never fail to bring forth comments from the older exercisers.

One morning as I stood watching, one extra-active little girl escaped from the bending and stretching and merrily crawled away, giving me a big grin. I smiled at her, but her mother gave me a stern look, and said, "We don't laugh!"

Suitably scolded, I went on my way, but that mother's response stayed with me. Perhaps there was a good reason for her attitude. Possibly she was frustrated from many experiences of her daughter "escaping" from structured play. But somehow she just didn't seem to be in touch with the natural rhythms and freedom of her child. In addition, heard often enough, the negative phrase "We don't laugh" might stay with this child for years to come and spill over into other areas of her life.

Some limits needed

Of course, a child needs and wants some limits. Allowed complete freedom, a child can grow up to be a problem. If we all did just as we pleased in any situation, the resulting chaos would be impossible to cope with. So parents have to decide when restrictions are necessary.

Nevertheless, if too many restrictions are placed on them, children often lose their naturalness and zest for living all too quickly. This is unfortunate for both child and parent. By encouraging a free-flowing approach to life in their children for as long as possible, parents can many times recapture this same spirit in themselves.

A time and a place

One way to help a child hold onto his or her spontaneity and still not intrude on the rights of others is to have quiet talks about when "being free" is acceptable and when it isn't.

Children need to know that there are times when they can be completely natural and impulsive. Other times, for example mealtimes or when visitors are present, call for guidelines, such as following practical table manners or not interrupting when adults are talking.

Depending on a family's schedule, times can be set aside for the child to romp with abandon and vigor. Time spent outdoors, either in the backyard or at the park, can also be opportunities for clowning around without restraint.

For various occasions away from home, simple explanations will help a child understand that things are more pleasant for everybody if basic rules of courtesy are followed. When children go to preschool or nursery school, they should know that these structured times won't work unless everyone co-operates.

Freedom with limits

Last summer at the beach, I saw a good example of a toddler growing up with a sense of freedom within limits. He was dressed only in a diaper. Clearly, he was used to being at the ocean, but since he didn't venture near the water, he no doubt had been made aware of its possible dangers. He roamed the small beach at will, his mother keeping a watchful eye on him from a distance, but not interfering with his frolicking. His smiling face charmed even the most sedate senior citizens, and other young children, amazingly, were ready to share their toys with him.

This kind of freedom, within boundaries, can be a gift to your child that will bring life-long happiness.

Marjorie Flathers is a free-lance writer who lives in San Bernardino, California, and writes on subjects of interest to women and families. She has been married 25 years and is the mother of three children.

Research Briefs

Excerpts from child development research

Three years is target age for swimming lessons for children

New York — Playing in the pool with Mom is fine for the under-three set, but mothers shouldn't start their tots on actual swimming lessons or even immerse them completely until that third year milestone is reached, says Dr. Joseph Greensher.

"Swimming is a purposeful action, requiring coordination and judgment that a baby just doesn't have," reminds the chairman of the Committee on Accident and Poison Prevention for the American Academy of Pediatrics.

Despite laudatory publicity focussed on infant "swimmers," these babies are merely kicking and floating and are far from being "drown-proof." The pediatrician recommends simple, reassuring water play with mother, which will help babies and toddlers feel comfortable in that element and make them receptive to lessons when the time comes.

Research Review
Volume 4 Number 11
November, 1986

Parent's presence proves vital to young pre-op patient

New York—It's no secret that children are afraid of being abandoned, especially in a "scary" place like the hospital. Many pediatric surgeons now permit parents to stay with a child being readied for an operation right up to the moment anesthesia is administered, reports *Health*.

At Yale New Haven Hospital, Connecticut, for example, parents are there when the child "goes under" and present when he "comes to" in the recovery room. Doctors find youngsters are calmer before surgery and recover more smoothly when they are not separated from their folks.

Research Review
Volume 4 Number 12
December, 1986

Preventable measles highest among preschool population

Kansas City, Mo. — The number of measles cases in 1985 was approximately the same as the 1984 figure (2,704), but the age of most of the disease's victims had shifted from the 10-14 year age range to the preschool level, says Atlanta's Center for Disease Control.

About half of these young sufferers (48 percent) were between 16 months and four years old — the group not yet affected by existing school immunization laws. While approximately 26 percent of the total number of measles cases were deemed "preventable" by CDC officials, 69 percent of these occurred in this vulnerable age group.

About 72 percent of all measles cases were caught in a school setting — kindergarten through college, with 10 percent acquired at home and 3.9 percent from international importations.

The following eight states accounted for 74 percent of all measles cases and should be especially stringent in enforcing school immunization regulations, CDC experts warned: New York, Illinois, Texas, Arizona, California, Montana, Idaho and Massachusetts.

Research Review
Volume 4 Number 10
October, 1986

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT

On TEMPO Television (formerly SPN Cable Network)

Tuesdays	11:30 AM ET	8:30 AM PT
Wednesdays	8 PM ET	5 PM PT
Thursdays	2 PM ET	11 AM PT
Fridays	4:30 PM ET	1:30 PM PT

A Journey Through the First Year of Life

On CBN Cable Network

September 12 — 10 PM Eastern Time

On TEMPO Television (formerly SPN Cable Network)

September 11 — 11 PM Eastern Time

Check local listings for channel.

Fun things to do in September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Today is the first day of _____.	**2** Hide an alarm clock for youngster to find.	**3** Pretend Play: Going to school.	**4** Go for a walk and look for **four**-door cars.	**5** Enjoy a family picnic while the weather's still warm.
6 If Youngster is old enough, teach him/her about emergency number 911.	**7** LABOR DAY	**8** If you mix yellow and blue paint, what color does it make?	**9** What happens if you cut up an apple and leave it out on the counter?	**10** Look in the newspaper for something special to do this weekend.	**11** Go to the library and check out a record.	**12** Look at Youngster's first baby photos.
13 Put bread crumbs outside for the birds and then watch them come eat.	**14** How many rugs are in your house?	**15** Practice climbing up and down steps.	**16** Lie on the floor and roll to your **left** and then to your **right**.	**17** What color is your house?	**18** Mexican food for supper.	**19** Go outside and close your eyes. What do you hear?
20 Plan a neighborhood wiener roast.	**21** First day of Autumn.	**22** Nancy's (Growing Child editor) birthday!	**23** Look in the phone book for a toy library in your town.	**24** ROSH HASHANAH	**25** Sing "Do-Re-Mi"	**26** Bake some muffins and share them with a friend.
27 Go outside and look for green, red, yellow, and orange leaves.	**28** What words rhyme with grow?	**29** If I could fly I would: _____.	**30** A deck of playing cards is an inexpensive toy (adults supervise young ones).			

Growing Child
A Division of Dunn & Hargitt, Inc.
For children 6 months to 6 years

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Growing Parent®

September 1987
Vol. 15 No. 9

Bringing up "blankey" — Understanding a child's attachment to a "treasured object"

Sometimes a favorite blanket or teddy bear can be the most important object in a young child's life.

By L. Hobby-Burns

The moving van is almost packed when three-year-old Johnny screams that his "blankey" is gone.

His mother frantically looks around the empty house for the grimy blanket. The movers must have already packed it inside their huge truck. How can the family possibly make a cross-country move without that tattered rag?

Tension mounts as Johnny wails uncontrollably. Nothing will calm him. Feeling overwhelmed, Johnny's father agrees to pay the moving men $35 per hour to find "blankey." As Johnny tearfully watches the crates unload, his mother asks, "Is Johnny's behavior normal?"

Many children form persistent attachments to soft objects. Experts say the main function of these treasured objects is to bridge comfortably familiar feelings with whatever is unsettling to the child. Johnny's behavior is indeed well within the range of "normal."

Selection of treasured object

The treasured object is most often part of the child's intimate environment. Usually, it is something soft which is used in daily care, like a blanket, stuffed animal or soft pillow.

Many children will reject a beloved object if it has been washed and only become reconciled when it has attained its familiar smelliness.

A child chooses his object according to his own needs, and is thereafter intensely loyal to it, refusing substitutes and showing signs of distress if it is not at hand. Johnny cannot be calmed by a surrogate blanket, and his parents respect this fact.

Usually, the selection of the treasured object is made during the first year when the child must deal with his first separations from mother.

The object is not part of the child's body, like the thumb. Rather, it is the first "not-me" object. Its function lies in its being a transitional object which is neither just child nor just mother. It has attributes of both by its combination of smell, texture and familiarity. This magically conveys a sense of closeness and security to mother when she is out of sight.

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Anyone who has ever misplaced a child's favorite "cuddly" can appreciate its value.

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Nursing home visits mean so much to our older citizens, especially when the children come along.

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There are two viewpoints about the sometimes controversial idea of sleeping together as a family.

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Magic of treasured object

The magic of a cherished object is believable when viewed through the child's eyes. From birth, the whole world is a puzzling place. Comprehension, changing body size, and the mastery over hands and legs make the first year a time when no situation remains the same. Thus, a soft object which is comfortably familiar soothes the child and lends consistency to life.

This magical article becomes mother's symbolic representative. It represents the most ideal mother imaginable: one who is absolutely at the disposal of the child's own feelings, who is constantly on call, and who is intuitively aware of and faithful to the child's needs.

The terms of the relationship are set by the child. From Johnny's point of view, he created "blankey." This soft warm possession provides a haven when in new places or among new people. "Blankey" helps Johnny contend with the strain of relating inner and outer experience.

Use of treasured object

The soft object is usually nestled around the child's mouth and nose. It absorbs the odors of mother's scent as well as the child's body odors. It becomes a combination of "mother and me." Many children will reject a beloved object if it has been washed and only become reconciled when it has attained its familiar smelliness.

The cherished object absorbs neglect as well. It is tossed, thrown about, pulled at, fingered, sucked and chewed. "Blankey" responds to Johnny's impulses and needs: The ragged blanket is lovingly steadfast whether hanging onto the tricycle handlebars or cuddling a weary owner. It is rarely, if ever, destroyed in violence. Instead, its demise is usually slow and piece by piece.

This magical article becomes mother's symbolic representative. It represents the most ideal mother imaginable: one who is absolutely at the disposal of the child's own feelings, who is constantly on call, and who is intuitively aware of and faithful to the child's needs.

Preschool children often treat their treasured object as if it were a companion, giving it human emotions. Statements like: "Blankey is tired," or "Blankey wants to play outside" often project the child's own feelings.

Parents' concerns

Parents often are concerned about the continued use of a treasured object after preschool age, and a child who keeps "blankey" may be labelled "insecure" or "clinging."

Usually, the need for a security object just seems to fade over time. As the child develops friendships and new interests, it ceases to occupy center stage and drops out of sight.

It is not forgotten, however, but rather relegated to limbo. While it may not be used regularly, it still may be kept in an accessible place and taken out in response to tension, uncertainty, or conflict.

An example of this is the 11-year-old girl who keeps her security blanket under the bed. She hasn't used it for months, but the night before she is to leave for summer camp, she takes it out. She explains its reappearance with no apparent embarrassment, telling her mother that she is "nervous" and "scared" and needs her blanket. She stuffs it into her suitcase. At camp, she is relieved to find that some of the other kids also have special blankets or teddys.

Sometimes, relinquishing the treasured object can be speeded up by an outside "authority" such as a nursery school teacher or pediatrician. They can directly suggest to the child that it be given up. This may work; or the parents may find themselves dealing with a fretful child, not to mention a power struggle. The habit may be replaced with thumbsucking, hair chewing or nail biting.

A loving aid

Cherished objects are outward demonstrations of human love and vulnerability. Johnny's parents can be assured that they are not harming his psychological health when they give in to his demands for "blankey." Rather, they are allowing him a temporary aid in his early stages of emotional development. This treasured object comforts and fortifies the young venturer as he moves into the expanding realities of the outer world.

L. Hobby-Burns, RN, MSN is a medical writer who received her Masters degree in Family Health Nursing from the University of San Diego and is a member of Sigma Theta Tau, the National Honor Society for Nurses. She is the mother of two children.

Preparing children to visit a nursing home

By Judy Clouston

"Look at this picture of my granddaughter," Gladys urges. "She'll come to visit me tomorrow. Isn't she the cutest, brightest thing you ever saw?"

Sara, age nine, remembers visiting her great-grandmother in a nursing home. "We usually ate with her, then went into a separate room and talked to her. Sometimes she didn't remember who I was. I'd say, 'I'm Sara.' And she'd say, 'Who's Sara?' I felt bad when she didn't remember my name."

Jeanne often takes her four-year-old granddaughter with her when she visits her mother in a nursing home. "Mother isn't always alert, but when Courtney is with me, her eyes never leave her for a moment."

How do you prepare children to visit a nursing home? It's important to consider both the emotional and physical impact of the visit.

What is old?

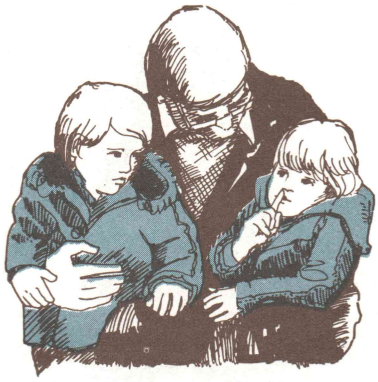
Begin by discussing what it means to grow old. Have the child complete these sentences with the first thought that comes to mind: Growing old means. . . Old people always. . . A person is old when. . .

Discuss how a person's body undergoes changes when they age and how that affects the way they interact with other people. As grandmother grows older, for example, she can't see or hear as well.

A person's first hearing loss is high-frequency. Since children's voices are high, they are especially difficult to hear. Explain to your child that it may be necessary to talk more slowly, taking turns so everyone is not talking at once. If you stand in front of Grandfather and face him, he will be able to see you when you talk to him and that will help him understand you, too. Perhaps he can hear better in his right ear than his left, so you should remind children to talk to his good ear.

Sensations change

A person's sense of touch also changes as he or she grows older. Because hands retain sensitivity to touch longer, a grandparent may want you to kiss her hand rather than her cheek. She may want you to hold her hand or to stroke it.



A grandparent's reaction time may also become slower, and it takes longer to process information. If you ask Grandfather a question, he may not answer as quickly. He may have to sort out the question in his mind first.

What to talk about

Children may be concerned that they won't know what to talk about. Reassure them that their grandparent still wants to hear about friends, sports, dance class, or school. Bringing photographs of your child in ballet costumes or baseball uniforms can enrich conversations. Giving the grandparent these photographs or a picture the child has drawn not only gives the grandparent a tangible reminder, but helps the child realize he can bring his grandparent pleasure.

Different environment

Children not only should be reassured about what to say to their grandparent, but they should be prepared for the nursing home environment.

Talk about how it will look. Mention that there will be people in wheelchairs and using walkers. There will be nurses to help care for the residents. It may even smell different, like a hospital.

In some cases, your child needs to know that her grandparent may not recognize her. Reassure her that Grandmother still loves her, even if she calls her by a different name or doesn't seem to know her. Let your child know it is okay to cry if she feels upset.

Children may be concerned that they won't know what to talk about. Reassure them that their grandparent still wants to hear about friends, sports, dance class, or school.

Don't force it

If visiting grandparents causes your child excessive stress, allow him to back away from the situation until he can handle it at a more mature age. If the nursing home environment

Continued on next page

People in nursing homes still want to have contact with the outside world and it is important to keep the lines of communication open.

makes the child extremely uncomfortable, try visits outside that setting, such as in your home or in an adult daycare situation.

Sometimes parents don't recognize the value of visiting. People in nursing homes still want to have contact with the outside world and it is important to keep the lines of communication open. Even those who are confused know when their family doesn't come to see them.

As you talk with your child, it is important she sees that older people have merit in this world. If you carefully prepare yourself and your child, nursing home visits can be rewarding for everyone.

Judy Cloustin is a free-lance writer who has had articles, short stories and poetry published in a number of publications. Her adjustment to paraplegia as the result of an attack by an assailant in 1978 has produced an empathy for elderly citizens and/or others with limitations.

The publishers of *Growing Child/Growing Parent* have just introduced a new publication titled *The Later Years.* This monthly publication provides reliable information and practical advice to help handle the complex, often overwhelming responsibility of dealing with an aging parent or relative.

For more information and a free copy, write to: Calla Wooldridge, *Growing Parent,* P.O. Box 620, Lafayette, IN 47902.

The pros and cons of 'the family bed'

By Noelle Sickels

It is barely dawn. Mary is pulled toward wakefulness by the cries of her infant son.

Still half-asleep, she rolls onto her side to nurse the baby, who is nestled between her and her husband Jack. Three-year-old Linda lies on Jack's other side. Neither Jack nor Linda have been roused from their sleep. Mother and baby quickly slip back into sleep, too.

This scene, or one like it, is repeated nightly in many homes. In other homes it occurs only occasionally; in some, rarely or never. It is probably safe to say, however, that the question of the family bed has come up at one time or another in every household with children.

A convenient practice

Often the practice of a family sleeping together begins as a convenience for the nursing mother.

"It only took me a week's worth of January night nursings in a chilly chair to decide that the baby should come to me instead of the other way around," says one mother whose son slept with her and her husband for four years.

"The baby always began the night in his own bed," she added, "and his Dad would carry him in later when he cried. From toddlerhood on, our son climbed into our bed on his own, usually between midnight and 3 a.m., and stayed until morning."

In this family, and many others, what began as a way for parents to minimize an infant's interruption of their sleep evolved into an arrangement the child sought on his own and for his own reasons.

Practical concern

The practical concern of undisturbed sleep is also often behind the decision not to let children into the parental bed. "Our daughter's movements during the night wake us up," says a mother whose daughter is not allowed in the parent's bed.

Many parents who welcome their children into their bed believe that the young child's strong need for closeness does not end at sundown. For the young child, they feel, physical proximity to parents is almost synonymous with caring and security.

"Sleeping with your child may not count as so-called 'quality time'," said one mother, "but I

Some parents accept family sleeping as a natural and pleasant part of being parents. Others reserve their bedrooms for themselves and find alternative ways to meet their young children's emotional needs.

Parents who avoid a family bed often say they do not want to initiate a habit that will be difficult to break.

think a lot of affection and commitment can be communicated by a warm shoulder in a dark night."

A private space

Another mother who believes the parental bed should stay a private, child-free space meets her four-year-old daughter's need for nighttime closeness by going to the child's bed.

"When she's sick or afraid or the weather's bad, I'll lie with her until she falls asleep and then go back to my own bed. Also, in the mornings when everyone's awake, we let the children in bed with us for a little while."

Such a cozy beginning to the day is a side benefit other parents cite for the family bed.

"I enjoy waking up beside my little boy," one said. "If he's still asleep, I lie quietly and watch his peaceful face for a few moments before getting up. And if he's awake, we chat a bit about the day's plans. Sometimes he'll tell me a dream he's remembered."

Becoming a habit

Parents who avoid a family bed often say they do not want to initiate a habit that will be difficult to break. Proponents of the family bed admit it is a system that lasts for years, but they have seen their children wean themselves from it without prompting, usually between two and five years of age.

Sometimes a child stops seeking the parents' bed when he or she begins sharing a bed with a sibling or even with a pet. Most often, though, it seems simply to be a need a child outgrows.

"We hadn't said anything to him, but near the end of his fourth year our son began 'skipping' nights. Finally he stopped coming into our bed completely," recalled the father of a seven-year-old.

Crowding a problem

The biggest drawback for parents who sleep with their children is crowding. Children tend to move around and sprawl during the night. Some parents buy a bigger bed or put an extra mattress in their room. In other families, one adult migrates to another room for the latter part of the night.

"I just push back," said one mother, "and my husband has simply learned to sleep in a smaller space."

Marital intimacy

Some opponents of the family bed worry that it will interfere with marital intimacy. However, the addition of children to a couple's life disrupts their pattern of time alone and the spontaneity of the sexual relationship no matter where the children sleep.

"When our baby slept with us nightly," said one father, "we set aside week-end afternoons during his nap for leisurely lovemaking or just plain lounging."

A social worker who specializes in family therapy thinks the family bed should be looked at in context.

"I'd look at the marital relationship, at how the parents feel about their children getting into their bed, and at whether the children are there from the beginning of the night or come in later on," she said.

She sees the family bed as a potential problem mainly if the marriage is in trouble. Then the parents may be letting the children into their bed to avoid communicating with each other or because they, the adults, are emotionally needy.

On the other hand, the therapist noted, the exclusion of children from the parental bed can also be a problem. It may indicate a larger pattern of coldness towards the children.

"Kids are still very young at three and four years old," she said. "Contact with parents is a developmental need. But if parents are rigid only about family sleeping and fluid elsewhere, a child will be okay."

An individual decision

Should you let your children sleep with you? As in most other areas of parenting, there is no one definitive answer.

Some parents accept family sleeping as a natural and pleasant part of being parents. Others reserve their bedrooms for themselves and find alternative ways to meet their young children's emotional needs. Many parents tread a middle ground, opening their bed to their children only on occasion.

If you base your decision on what fits best with your parenting style, recognizing that your child will, at least once in a while, want you near at night, you need not lose sleep over it.

Noelle Sickels has master's degrees in elementary education and sociology. She is mother of an eight-year-old and currently working as a preschool teacher, a childbirth educator, and a freelance writer.

Dear Growing Child

Readers write to Growing Child

Family portrayal supported

Thank you for a first-rate newsletter! My college degree hasn't been nearly as helpful in my biggest challenge to date, raising two daughters in a less-than-perfect world.

I memorized, highlighted, underlined—well, you get the idea—your April article on moving. We moved 2000 miles from Chicago to San Francisco a month after the postman brought your newsletter. I had to chuckle, and groan a bit too, at the objections raised by Ms. Knoth to the "out-dated assumptions" of that same piece (corporate move, wife arranging details of home and child care).

The implications of the letter unsettled me. Shouldn't a publication be able to refer to the various types of families present in our hybrid society without having to censor one or two? Do we disdain or even condemn another familial model because we haven't chosen to live that way?

The family referred to in the article is alive and well. Rhetoric aside, many preschoolers' moms are still willingly opting for a home, rather than an office-centered lifestyle. Saying "the majority of mothers" are in "the paid work force," without giving additional data, gives only a fraction of the true story. The research I've investigated indicates that just under half of all mothers of young children don't work outside the home at all. Many in the "working" category are single parents who may not have the option, or mothers working part-time or evening jobs. Others (myself included) have home-based businesses.

The portrayal of the mother arranging child care seemed fair as well. Is it a national disgrace that women are still more interested (sometimes more competent?) in finding the right situation for their children? It doesn't necessarily follow that dad is indifferent. Maybe the once-valued virtue of a mom's instinct and judgment went out with the 70s. I hadn't noticed.

As to "corporate dicta," I've observed in conservative Chicago and free-wheeling Silicon Valley, many women do relocate with their husbands. Perhaps they do it out of a sense of commitment. I have oft-moving friends who swear they like it. Regardless of the reasons, it is a viable way to live.

I can't believe that families with "two happy children" and "a wife established in her bridge club" (condescending tone, perhaps?) present a great threat to the growth and wholeness of our children. Certainly divorce statistics, substance abuse, and violence in the media give us true cause for concern.

There are almost as many types of families as there are families! The suggestion of one common lifestyle isn't an editorial endorsement of that model over all others; it merely acknowledges that people are living that way—which they are, from New York to California.

So, Ms. Knoth, shall we call it a day? I'll try to allow references to your family's way of life if you'll allow references to mine. Then again, maybe I'll be writing in someday:

"Dear Editor:
About the article talking about the busy mother-also-attorney. Isn't that just an overworked stereotype of the woman of the eighties? Maybe that's the way they live east of the Hudson, but have you ever been in our neighborhood?"

Ginny Nieuwsma
Los Gatos, CA

Learning to use tools

I recently saw a neat idea in the learning center at our local library. It kept my three-year-old intrigued and very involved for a long period of time, and it's simple and inexpensive.

Materials include:

- *A large piece of approximately 2" thick packing styrofoam.*
- *An assortment of screws and screwdrivers.*
- *A hard hat and goggles (just for the "effect").*

The purpose is to use the different screwdrivers (Phillips, straight, long, short, fat, thin) to screw the screws into the styrofoam.

My son loved being able to use the real tools in the way they were intended and spent a great deal of time sorting the screws so he knew which went with the "regular" or "funny-shaped" screwdriver.

Mary Ann Joyce
Overland Park, KS

"*Dear Growing Child*" is a forum for our readers to share their personal thoughts, opinions, comments and experiences. We welcome your responses to questions that appear periodically. The letters published do not necessarily represent the views of *Growing Child*.

All letters to the editor will be treated as having been submitted for publication. If you do not want your correspondence published, please specify this in your letter. Names withheld upon request. We reserve the right to edit for publication.

Research Briefs

Excerpts from child development research

Children's TV-listening habits merit attention, too

New York—Children listen to television more closely than we think they do, a study by researchers at University of Kansas, Lawrence, revealed.

Another worry for parents who have been hoping the ugly language and bad grammar would pass right by intent young watchers?

No. Listening to television builds youngsters' vocabularies in a positive way, the researchers report.

Thirty five-year-olds were asked to watch an animated TV program that included such esoteric words as "artisan" and "gramophone." After a second viewing, all the kids were able to define these words, although their meaning had not been explained.

Research Review
Volume 4 Number 12
December, 1986

American Academy of Pediatrics confirms hazards of parental smoking

Evanston, Ill.—Growing up in a home where one or both parents smoke puts a child at risk of developing respiratory infections and possibly lung disease, heart disease and lung cancer as well. The American Academy of Pediatrics Committee on Environmental Hazards reaffirms the danger in an update of its 1982 statement denouncing "involuntary" smoking.

Between 8.7 and 12.4 million U.S. youngsters under five are exposed to "involuntary smoking" at home—breathing in both the second-hand "mainstream" fumes a smoker exhales and the more pernicious "sidestream" smoke that issues from the end of a lighted cigarette.

Not only do respiratory problems such as bronchitis, pneumonia and respiratory syncytial virus (RSV) occur more frequently in this pre-school population, but the incidence increases with the amount parents smoke, says the Committee.

In addition, children's involuntary smoking results in "small but significant" decreases in lung function. Longitudinal studies indicate that such children show a reduced annual rate of lung growth.

Researchers at the National Institutes of Health have also observed "a positive association between cumulative lifetime exposure to passive smoking and overall cancer risk." Cancer rates were highest among those who were subject to involuntary smoking in childhood.

Those at highest risk are children two years old or younger. Not surprisingly, mothers' smoking correlates more closely with their respiratory infections than fathers'. Persistent wheezing is one of the danger signs more liable to show up in the first year of life, but frequency of symptoms increases with the number of smokers in the house.

Research Review
Volume 4 Number 12
December, 1986

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT

On TEMPO Television (formerly SPN Cable Network)

Tuesdays	11:30 AM ET	8:30 AM PT
Wednesdays	8 PM ET	5 PM PT
Thursdays	2 PM ET	11 AM PT
Fridays	4:30 PM ET	1:30 PM PT

A Journey Through the First Year of Life

On CBN Cable Network

December 4	8 PM Eastern Time

On TEMPO Television (formerly SPN Cable Network)

December 11	11 PM Eastern Time

Check local listings for channel.

Fun things to do in October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Tissue Ghosts: Crumple one tissue into a ball for the head. Cover with an unfolded tissue, gather and tie yarn at the base of the ball forming the ghost's neck.		Growing Child A Division of Dunn & Hargitt, Inc. For children 6 months to 6 years		1 Look for things in a magazine that relate to autumn.	2 Help Mom and Dad make Rice Krispie Treats.	3 Yom Kippur
4 Pack a picnic lunch and visit the park.	5 What words rhyme with cat?	6 Play Ring-Around-The-Rosie. What shape is a "ring?"	7 Help Youngster make caramel apples.	8 Read a book outside.	9 Make puppets using brown lunch sacks.	10 Attend a local football game.
11 Take Youngster to a cemetery and collect headstone rubbings.	12 Columbus Day Thanksgiving Day in Canada.	13 Use a magnifying glass to look at leaves.	14 How many orange and black things are in your backyard?	15 National Poetry Day Celebrate by reading a poem.	16 Lie on your back and look at the clouds. What do you see?	17 Plant flower bulbs for next spring.
18 Make Tissue Ghosts. (See instructions at top of calendar.)	19 Make a mobile with a hanger, string, and Halloween cut-outs.	20 Visit a pet store. How many black cats do you see?	21 Count the doorknobs in your house.	22 Go to the library and find a Halloween story.	23 What will you be for Halloween?	24 Visit a real pumpkin patch.
25 Carve or paint your pumpkin.	26 Roast pumpkin seeds.	27 Count Youngster's fingers and toes out loud.	28 Plant and water pumpkin seeds. Watch them grow!	29 Wear orange and black today.	30 Collect change for UNICEF tomorrow. Halloween is National UNICEF Day.	31 Trick or Treat?!?! Have a safe and happy Halloween.

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Growing Parent®

October 1987
Vol. 15 No. 10

Should you have just one more baby?

By Joan Wester Anderson

Nancy and Jean happily resumed an old friendship at their thirty-year high school reunion. Nancy was the mother of two children, Jean had raised five. Each mother was happy with her offspring, but each wished she had had at least one more baby.

Recently Ann Landers, responding to the many young couples who ask her if they should have *any* children, said, "Babies require a great deal of love and sacrifice, and if you're so unsure that you have to seek an outsider's opinion, my advice is to forget parenthood."

Such stories emphasize the difficulties involved in choosing the "right" number of children. Years ago, large families were commonplace, and in some parts of the world they still are preferred, partly for economic support.

In the U.S., however, the current birth rate is below replacement level. This is due in some measure to increased opportunities for women in the work force and the rise in the number of "childless by choice" couples.

Various reasons

Husbands and wives who do want children cite various reasons for their decision. According to one poll, couples want the first baby primarily to bring about a closer relationship with each other. A second child is mainly wanted as a companion for the first. Subsequent offspring are most often desired for the pleasure involved in watching them grow.

Perceived difficulties

Ironically, fewer couples opt for those third and fourth babies, despite the benefits they bring, because of two perceived difficulties: lack of money and lack of ability to manage several children.

Unfortunately, couples often base a "how-many-children" decision on where they are now, not realizing that conditions are always changing. If they're having trouble balancing the budget now, if they're exhausted now — with two preschoolers — they conclude that two is all they can manage forever. They don't realize that as years pass, they will be earning more money, and their children will eventually sleep through the night.

Costs vary

Nor are the staggering costs of raising a child necessarily accurate; that often-quoted $100,000 price tag often reflects items many families regard as luxuries rather than necessities. Hand-me-down clothing and furniture cut costs, and larger families mean smaller per capita spending on shelter, utilities, food and other items.

Some experts also speculate that the American culture, as well as individual families, is losing a valuable asset — the middle child.

Continued on next page

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Should you have just one more baby? Page 1
How many children to have—and when—is an issue most couples have to face.

How to avoid the super-homemaker syndrome Page 3
Fulltime mothers-at-home face very real challenges in balancing their workloads

Research Briefs Page 5

How to choose arts programs for preschoolers Page 6
All arts programs are not the same. How can parents evaluate the ones available in their community?

Activity calendar for November Page 8

Oldest and only children tend to be leaders, dependable, bossy, approval-seeking. Youngest children are spontaneous and creative, easy-going and used to being indulged.

The middle child in a family, although he sometimes feels overlooked, is often the stable negotiator, the one most able to make peace, more flexible, tolerant and determined than his siblings. With less than 20% of U.S. families now including a middle child — and the decline continuing — such a leavening influence will be sorely missed.

Onlys have advantages

This is not to suggest that couples should feel guilty if they opt for just one child, nor will their child necessarily suffer because he is an "only." Once considered deprived and even "spoiled," recent research shows that such a negative image of the only child is largely undeserved. In fact, studies measuring self-esteem indicate that "onlys" score as well or better than classmates from larger families.

An "only" does experience occasional loneliness, and also carries the complete burden of parental expectations, but these minuses are offset by perks such as increased material benefits and parental interest and attention.

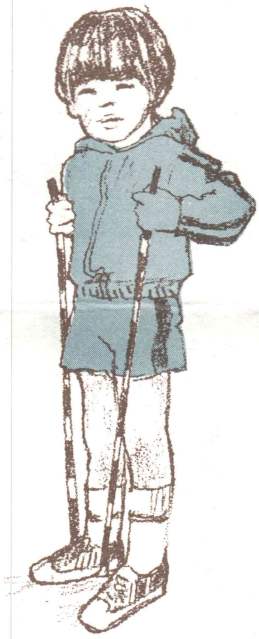
Intensely personal

The "how many children" decision is intensely personal, and will vary from couple to couple. But some of the reasons for having a second or subsequent baby may not be the best. Weak reasons are those that focus primarily on the parents' needs and frustrations, or on outside pressures rather than on the child's welfare.

Dubious motivation might include having another baby "to fulfill myself," to mend a shaky marriage, because the in-laws expect it, to provide a playmate for the first child, to "beat" the biological clock, or even to have a child of the other sex. (One mother of three daughters put off having a fourth for six years, "until I was sure I wanted another *baby*, not just a boy.")

Spacing and timing

Spacing and timing are also hotly-debated topics, with a variety of theories advanced. Siblings spaced four or five years apart do benefit more from parental attention (and experience less sibling rivalry). Closer brothers and sisters, however, tend to form stronger bonds by adulthood. Jean, who had her five children before her tenth anniversary, admits that money and time were problems. "But I had a youthful energy to see me through," she points out, "and I was virtually finished with the major responsibilities — and ready for a new direction in life — before I was forty."



The best reason for having *any* number of children is your love for them, and the delight you anticipate in watching them develop into interesting people.

By contrast, Nancy deferred child-bearing until she was almost 35. She and her husband are financially secure, mature, and delighted with parenthood — but far older than most of their children's peers' parents, and more easily fatigued.

These women chose different mothering methods, but with the benefit of 20/20 hindsight, each now wishes she had opted for just one more child. "That's the trouble with parenting," Nancy says. "You don't realize that you're going to be good at it, until it's too late!"

Yes or no?

Should you expand your family? Only you and your spouse can decide, but there are some guidelines you can consider.

Listen to that little voice within you called "instinct." Today's young people are often taught to make decisions strictly on an intellectual basis, but the heart can be an accurate barometer too. If you are looking forward to resuming school or a career, if you have a "finished" feeling about your family, whatever the number of offspring, and are happily giving away the last of the baby clothes and furniture, another child is probably not for you.

If, however, you find yourself thinking regularly of having another baby — even if the apartment is too small — perhaps this decision is right for you.

Other questions that might help you make up your mind include:

- **Is our marriage stable and satisfying?** All relationships involve some problems and conflict, but you should both feel reasonably fulfilled with one another and your family life, whether or not you add a child.

Continued on next page

• **Would both of us enjoy another baby?** One partner may have mild qualms based on perfectly reasonable concerns about finances or time. If objections are *major*, however, defer the decision.

• **Do I feel that I have done a reasonably good job with my other child(ren)?** Other offspring needn't be perfect, but you should occasionally experience a twinge of pride and satisfaction when watching them play, work or even sleep. If you believe you have badly bungled parenthood, and simply want another crack at it, you might consider counseling before conceiving again.

• **Are we both in good health?** Pregnancy, birth and child-rearing are physically demanding. Have a checkup before committing yourself.

• **Would we be able to spend enough time with this child, or would his/her needs be shunted aside in favor of a career or older children?** Remember that children demand not only custodial care, but an emotional investment, a willingness to set aside your own desires whenever necessary. Although it is not necessary to see a clearcut twenty-year path before taking the first step, a child should be considered a strong priority in your life. Otherwise, why have one?

• **Will we be able to accept another child no matter what he or she is like?** Be sure you are not having a baby to fulfill a predetermined purpose. What if you hope for an athlete, and receive a poet instead? A curly-haired petite daughter, and receive a squalling son?

The best reason for having *any* number of children is your love for them, and the delight you anticipate in watching them develop into interesting people. If you can't wait to begin that mysterious and exciting process again — whatever the outcome — then no matter how many children you now have, the time is probably right for "just one more."

Additional Reading

First Born, Second Born, Barbara Sullivan (Fleming Revell), 1983.

Responsible Parenthood, Gilbert Kliman, Ph.D. and Albert Rosenfeld, Ph.D. (Holt, Rinehart and Winston), 1983.

Joan Wester Anderson is a wife, mother of five and freelance author of books, articles and short stories, many of them dealing with family topics.

How to avoid the super-homemaker syndrome

By Laurajean Downs

WANTED: Homemaker. Duties include full responsibility for care and upkeep of children, transporting children to activities, cleaning house, cooking meals, maintaining laundry supply, active involvement in local school, organizing household, leading clubs as needed. Full time position. Low pay. Call for interview.

Not many people would answer an advertisement like this, yet millions of women have undertaken this job. The women who try to accomplish all of the above, however, frequently find themselves in a state of exhaustion.

Few jobs lend themselves as easily to burn-out as homemaking. Mothers who choose to stay at home full-time can find themselves in such a work overload that they yearn for a nine-to-five job. Although the line between homemaker and super-homemaker is a fine one, most women know when they have crossed it.

There are many characteristics of homemaking that make it susceptible to the super-homemaker syndrome. The first is a lack of definition. No one rings a bell and announces that it is time to start.

Likewise, no one dictates when it is time to stop. There are no guaranteed holidays and definitely no over-time pay. In addition, a woman never really leaves her work place, so she is always keenly aware there is more she could do.

Family conditioning

Another problem facing the mother-at-home is the conditioning of family members. If she has conditioned them to expect a certain standard, then she will be reminded of where she has fallen short. On the other hand, she wants to meet their needs and create a happy home. The more she does, the more she is expected to do.

The guilties

The third factor is probably the most powerful of all: guilt. Mothers who don't hold jobs outside

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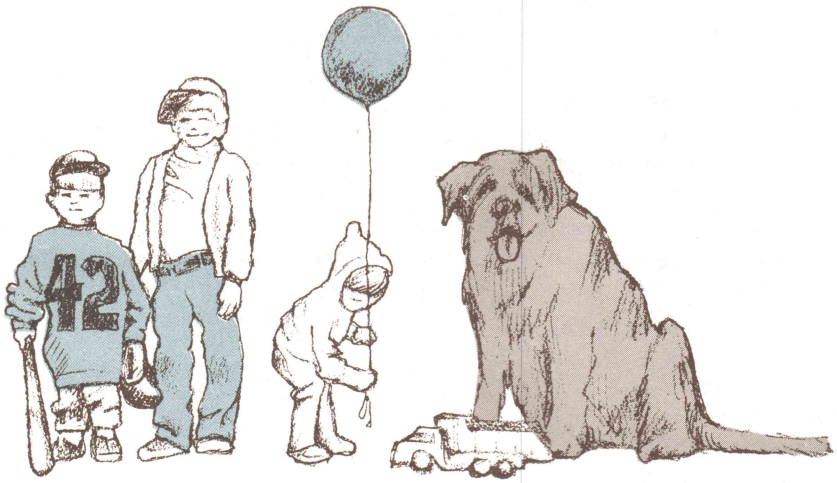


the home have been led to believe that they don't really "work." As false as this assumption is, they tend to overcompensate for the fact that they are at home by over-working. The feeling that they don't have a "real job" motivates them to attempt to accomplish more than is humanly possible.

Avoiding pitfalls

These pitfalls of a homemaking career can be avoided. A homemaker needs to establish "working conditions" and attitudes that will keep her life in balance.

Although there are no defined hours, a mother can determine a time she will stop working. The responsibilities of parenting will always be there, but she can cease housework, laundry, and cooking and take time for relaxation. If she doesn't have something in her life she can do just for enjoyment, she will never learn to take time out.

Once I decided I would stop working at 5:00 to watch the news. By 5:10 I was so antsy from sitting still that I grabbed a pile of laundry to fold. A good book, a craft, or even a friend to call can help motivate the homemaker into taking time out from work. This habit will help her family come to expect time out also.

Family members shouldn't be asked to help because Mom is too busy; they should be asked to help so they can learn the value of working together as a family.

Sharing chores

Some women have conditioned their families to expect everything from them. It starts out innocently. A child has to finish his paper route, so the mother feeds the dogs. In a week she is the regular feeder, but she doesn't want to add to her son's already busy schedule.

Family members need to learn to contribute to the chores for their own benefit. They shouldn't be asked to help because Mom is too busy; they should be asked to help so they can learn the value of working together as a family. Enlisting everyone's help is not a copout; it is a responsibility.

The process counts

None of these ideas will work if the homemaker is too guilt-ridden to try them. A mother who is operating out of a sense of guilt will never feel fulfilled and satisfied.

A woman needs to remind herself that it is the process that counts, not the product. Rather than having a career life and a home life, her whole life is her career. She is putting time and energy into lives. The value of this investment is in the relationships built and the personalities formed.

A homemaking career cannot be judged in terms of productivity. It should be valued by the atmosphere and comfort of the home, and this can only be attained by a mother who is confident in her choice of being a homemaker.

Peace and comfort

Whether or not the goal of a peaceful and comfortable home is attained is largely dependent on the homemaker. If she learns to take time out, enlist help from her family, and minimize her guilt feelings, she will have made great progress towards that goal. Then she will begin to reap the many benefits and rewards of being a fulltime mother-at-home.

Laurajean Downs is a mother-at-home in Denver, who does freelance writing from her home. She has one daughter.

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT

On TEMPO Television (formerly SPN Cable Network)

Tuesdays	11:30 AM ET	8:30 AM PT
Wednesdays	8 :00 PM ET	5:00 PM PT
Thursdays	2 :00 PM ET	11:00 AM PT
Fridays	4:30 PM ET	1:30 PM PT

A Journey Through the First Year of Life

On CBN Cable Network

December 4	8:00 PM

On TEMPO Television (formerly SPN Cable Network)

December 11	11:00 PM

(Call your local cable company for the time and channel number in your area)

Research Briefs

Excerpts from child development research

Extended adult contact produces brighter children

New York—Extended contact with adults explains why first-born and "only" children tend to be brighter, University of Michigan psychologist Robert Zajonc believes.

Later-born children enter an intellectual environment "diluted" by the presence of other children, he says.

Zajonc uses SAT (Scholastic Aptitude Test) scores over the past 20 years to support his theory. The decline in scores between 1963 and 1980 correlates with the trend toward larger families in the 1950s.

The rise in scores in the 1980s corresponds with the decrease in average family size during the 1960s.

The psychologist recommends spacing children two years apart to give each infant maximum exposure to parental attention.

Growing Child Research Review
Volume 5 Number 3
March, 1987

Sitting in "W" postion nothing to worry about

Washington—Parents are often concerned when children sit in the "W" sitting position with knees turned in and feet turned back and to the sides.

According to a report in *Young Children,* it's nothing to worry about.

Dr. Susan A. Aronson reports that for preschoolers, the position is comfortable. It gives the child a solid base of support and leaves both hands free for action.

Growing Child Research Review
Volume 5 Number 1
January, 1987

These brief reports are presented to add to readers' general knowledge of research being done in the child development field. Inclusion of an item does not imply that Growing Child recommends any particular practice, theory, or finding.

Children show no evidence of lasting benefits from "superbaby" programs

Bloomington, Ind.—Despite the publicity given to "superbaby" educational programs, there really is no evidence that early formal instruction has any lasting or permanent benefits for children, according to a report by Tufts University professor David Elkind in *Phi Delta Kappan.*

Any apparent advantages are likely to be short-lived, says Dr. Elkind. Parents may see their "superbaby" overtaken in kindergarten and first grade by classmates who have not had early training but who are simply developmentally ready to acquire the skills and knowledge offered.

Formalized educational programs that introduce pre-schoolers to symbolic rules and rote learning work against the grain of children's natural learning patterns, he says. Intensive academic preschool regimens may even represent a danger to a youngster's motivation, intellectual growth, and self-esteem. Indeed, doctors are already reporting record numbers of very young children with such stress-related symptoms as headaches and stomachaches.

Nevertheless, the specialist is not against full-day kindergartens for four-year-olds, as long as their curricula are based on recognized principles of early childhood education. They should enable students to grow intellectually through their own self-directed learning experiences. Workbook drills and spelling exercises have no place here, he says.

Growing Child Research Review
Volume 5 Number 2
February, 1987

How to choose arts programs for preschoolers

By Dorothy F. Griggs

Should my son take a dance class?

Should my daughter take creative dramatics?

Many choices are available now in children's arts programs and activities, but not all programs are right for each child nor are all programs high quality.

Children can indeed benefit intellectually, physically and emotionally from arts education at an early age, but the activities selected need to be appropriate to encourage healthy personal development. It's important that parents evaluate an activity so a child has the best possible experience.

Important choice

Choosing a children's arts program deserves the same care that is given to the choice of a preschool. Before making a final selection, parents need to look at as many of the available programs (dance, drama, music, visual arts, creative language) as possible to compare price and schedule.

- Price. Private lessons in a studio or home usually cost more than city- or county-sponsored programs, but the teachers may not always be as well-trained in city or county programs (salaries are often lower).

Since costs are often the same as adult fees for private lessons, a trial lesson or short term arrangement can often be arranged. Then if the program does not work out, the parent will not lose too much money.

- Schedule. The registration schedule and the time of day a class meets is also important. A child will not perform well if the class interferes with normal nap time, for example. Classes usually last forty-five minutes or less, and it is usually better to meet more than once a week than to meet more than forty-five minutes at a time.

Be realistic about family limits, too. A preschooler usually needs someone with him when he practices. While violin lessons may be popular and prestigious, if there is no adult in the family to willingly help the child, the program may become tedious and stressful.

Make a visit

After calling for preliminary information, try to visit the best choices with your child when class is in session. A child will usually want to participate if the class is appropriate.

Consider the child's abilities

Continued on next page

Checklist for selecting arts programs for children

Parents' considerations

Money:
- What is the cost per hour?
- What amount is available in the family budget?
- How many activities are there and what is the total cost?

Time:
- How long is one session of classes?
- How often do classes meet?
- How long is each class and do I have to stay?
- How much time is needed for practice with and/or by my child?
- What time of day is class and how does it affect the family schedule?

Convenience:
- How much travel time for class?
- Where is class?
- How often and easy is registration?

Interest:
- Will I support teacher's requirements for equipment and performances (if any)?
- Will I commit practice time regularly and willingly?
- Is this relevant and fun for me?

Expectations:
- Do I emphasize process over product?
- What kind of progress do I expect?
- Do I expect recitals or performances?
- Can I be patient with my child when we practice?

Child's considerations

Skill Level:
- What is the required level of coordination (skip, jump, throw)?
- What level of concentration is required for class?
- What level of mental development is needed?
- How prepared developmentally is this child for this class?

Program considerations

Facility:
- Are the facilities appropriate for the activity (well lit, comfortable temperature, large enough room)?
- Are the room and equipment safe for activities?
- Is the equipment complete?

Time:
- Does each child get enough time to participate?
- Does class meet often enough to reinforce child's growth?

Money:
- Is cost per hour worthwhile?
- Do extra costs (costumes, equipment, instruments) exceed reasonable expectations?

Class Content and Structure:
- Are concepts presented at appropriate level?
- Are the skills presented so the students learn them easily?
- Is there free play activity time for students to create their own products using new skills?

Teacher:
- What are the teacher's credentials?
- Does the teacher like children?
- Is the teacher patient?
- What is teacher's philosophy and purpose for class?
- What is teacher's presentational style and is it appropriate for my child?

Interest:
- Is the interest of the child real and long-term or is it just a passing fancy?
- Is the child motivated to explore the subject?
- Will the child practice willingly for the required periods?
- How many activities can the child do that require practice without overstimulation and should this one be included?
- Is the length of the class consistent with the attention span of the child?

Sociability:
- Are the children in the class friendly?
- Do the children create positive interactions?
- Does this child experience unwanted stress as a result of practice or participation?

on a developmental level, not strictly by age. If there are questions about his ability to succeed, ask the instructor to test for readiness. If this is not possible a preschool or public school educator or person with expertise in the field may be able to help.

Children need a program which provides an opportunity to explore a new art area without a parent's unrealistic preconceived notion of what the child should be able to do as a result of the classes. An emphasis on process over performance provides the most valuable experience for the child.

Facility, instructor, content

When evaluating a program, also consider the facility, the instructor, and the content.

- Facility. Safety may be a concern for the facility when physical activity is required. Otherwise, it should be a pleasant, comfortable atmosphere.

Choosing a children's arts program deserves the same care that is given to the choice of a preschool.

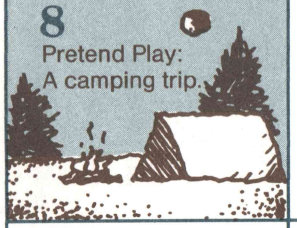
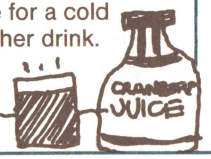
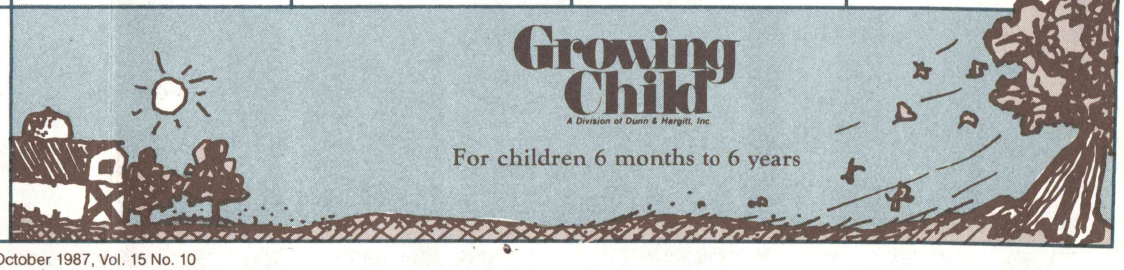
- Instructor. Do not be overly impressed by an instructor who is also a successful artist. It is more important to have a teacher who likes children and works well with them than to have the best performer.

- Content. A children's arts program is not usually as structured or as strenuous as an adult's program. For instance, children can learn proper names for dance steps or formal acting techniques, but most children learn best through active participation and several varied short exercises in one class period. Children's programs generally require more free play opportunities because children learn arts and culture even through play.

Arts programs that value the uniqueness in each child encourage a spirit of adventure and individual expression. They can foster a life-long appreciation for art and culture.

Dorothy F. Griggs writes articles and short stories, many of them dealing with the family. She is the mother of two sons.

Fun things to do in November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Pull a long piece of string . . . around corners . . . have Youngster follow it.	**2** Set an alarm clock—hide it to go off for Youngster to find.	**3** ELECTION DAY	**4** Look in the mirror—what color is Youngster's hair?	**5** Sing a song in a silly voice and use lots of gestures.	**6** Outline a fire emergency plan for your family and house.	**7** Hang Indian corn in the doorway and talk about the colors.
8 Pretend Play: A camping trip. 	**9** Play with a funnel in the bathtub.	**10** Point to and name, "My nose," "Your nose," "My ear," "Your ear," . . .	**11** VETERAN'S DAY	**12** Count Youngster's teeth.	**13** Pack a picnic "dinner" and eat it in the living room.	**14** No TV all day. Enjoy family activities together.
15 Make an obstacle course out of boxes, furniture, etc.	**16** NATIONAL CHILDREN'S BOOK WEEK. November 16-22	**17** Read a story by Dr. Seuss.	**18** Read a story by Beatrix Potter.	**19** Read a story by Maurice Sendak.	**20** Read a story by A.A. Milne.	**21** Visit the library. Check out a new book you haven't read before.
22 Buy a new book for Youngster to keep in his permanent library.	**23** Practice saying please and thank you.	**24** Trace your hand to make a turkey.	**25** Name something for which you are thankful.	**26** THANKSGIVING DAY	**27** Make turkey and cranberry sandwiches.	**28** Put some whipped cream on a tray and let Youngster "fingerpaint."
29 Heat cranberry juice for a cold weather drink. 	**30** Feel the differences in corduroy, a winter coat, the bathroom rug . . .					

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Growing Parent®

November 1987
Vol. 15 No. 11

"20, 16, 12 and 2" — Bridging the sibling gap when children are far apart in age

By Diane Burton Robb

Advice abounds for parents of toddlers trying to prepare their first child for the arrival of the second.

But what about children who don't share the family nest until they're older? Career planning, divorce and remarriage, infertility, and adoption can all mean significant gaps between siblings, creating unique concerns for the family.

Whether the result of choice or chance, there are many benefits to widely-spaced children. Parenthood is easier and pleasanter. Children don't expect to have the same bedtimes, playmates, and rules, and don't squabble like close-in-age siblings. Older "firsts" don't suffer from the toddler's dependency problems. School-age children will enjoy the notoriety of having a new sibling, while teens will consider the baby a lovable plaything, not a rival.

But regardless, the "only" who once enjoyed his parents' undivided attention will need understanding and preparation to help him adjust, no matter what his age.

While you're expecting

Don't wait to tell your older child of the impending arrival until it's obvious or someone else "leaks" the news. Talk about the baby as "ours," not yours or your child's.

Don't disrupt his life with sudden changes, like moving him to another room or giving up his old bed. You want to impart the sense that the baby will fit in with the life you already have together, not place it in jeopardy.

Older is special, too

Talk about the new responsibilities your child will have, but don't make him dread the birth by constantly telling him how much help he will be. Children need to feel needed, but they should never get the idea that they will be burdened with a sibling's care.

Explain carefully what your plans for the birth will be — what will happen when it is time to go to the hospital, both day and night; who will come to care for him; how long you will be away. Make plans that disrupt his routine as little as possible.

Pregnancy is also a good time to explain reproduction and adoption.

When baby arrives

Experts say that the intensity of rivalry during the first few years is determined largely by what happens around the time the second child is born.

If possible, let your older child visit you in the hospital. Let him share in the announcement of the birth. Tape his picture to the baby's bassinette and let him pass out congratulatory lollipops to his friends. Stress the idea that he has become a "big brother," rather than the fact that you have a new baby.

Continued on next page

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Try to show that the new child hasn't really changed anything between you. Don't focus too much attention on the baby while the older child is present.

New privileges

Give your older child some new privileges (pocket money, a later bedtime). Talk about all of the things he can do. Occasionally remark upon how helpless the baby is and all of the activities he can't join in yet. Buy your older child a gift that reflects his advanced abilities (a bicycle, stereo, art supplies).

Involve him as much as he wants in caring for the baby. It will help boost his esteem and minimize competitive feelings. Once in a while, let your older child hear you telling another adult what a big help he has been. It's usually more effective than direct praise.

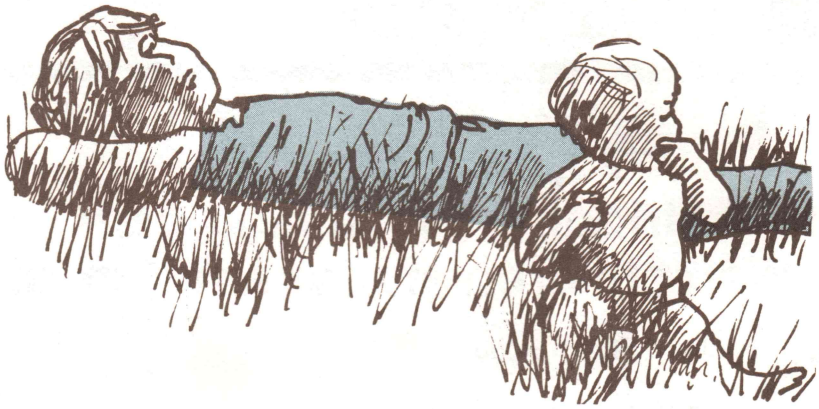
Don't make him play with the baby when he has other things to do. If your school-age child is getting out into the world, enjoying having friends over, participating in sports and other activities, try not to curtail them. Plan thoughtfully so that baby's nap won't become an issue when your first child needs to be transported. Naturally, he will have to learn to live with some new rules, like being quiet or not having friends in while baby is sleeping. But as a second-time parent, you will probably find yourself more relaxed and flexible than the first time, anyway.

Babyproofing your older child

More sibling problems don't crop up until baby becomes mobile and begins to threaten your first child's semi-orderly, and previously unshared, territory.

Teach your firstborn how easily babies can be distracted away from precious possessions with a toy of their own. Explain that the baby is exploring, not trying to intentionally do damage.

Whether the result of choice or chance, there are many benefits to widely-spaced children.



Stress the need for keeping the baby safe, but remember that overprotectiveness will only cause resentment. Help your older child rearrange his room, with possessions kept out of reach or locked in a box or drawer. You might even put a latch on the outside of the door, well above the baby's reach, to prevent exploration when your child isn't home.

Show consideration

If you depend on your older child to babysit, treat him with the same consideration you would an outsider, whether or not you pay him.

While even close-in-age siblings shouldn't be expected to be "buddies," it's especially true with widely-spaced children. If the gap is more than four years, they may not even have much to do with each other.

You may have to encourage some mutual interests. Art activities, music, play-acting, building things, puzzles, and dress-up are just a few of the activities that can appeal to children at a wide range of age levels.

Encourage interaction between your children from the beginning. Point out what the baby is doing ("Look, your brother is trying to turn over") and when he is being responsive ("Hey! I think he's smiling at you!")

Keeping up

Even if they do not become frequent playmates, you may find your older child very loyal and protective of the younger one. And as child #2 grows older, he is the one most likely to feel rivalry — particularly as he attempts skills and activities well beyond his abilities in order to keep up with big brother or sister.

However your children's relationship develops, there's good news. Widely-spaced school children and adolescents have been found to be more happy-go-lucky and outgoing, controlled, fervent, and to have more friends. With the increase in parental attention, reduced rivalry, and more easy-going tone of households that find themselves with "breathing space" between children, it's a "gap" that can hold many hidden benefits.

Diane Burton Robb is a freelance writer, advertising copywriter, and the mother of a seven-year-old daughter.

Don't push! Waiting until a child is ready makes learning fun and positive

By Sandy Stiefer

As children grow, parents are delighted in their accomplishments. We encourage their growth and look forward to each new stage. But often as we begin to expect more from them, we may begin to push.

Most of us will probably first become aware of this pushing at toilet-training time. Experts advise waiting until a child is about two and a half to start the training but sometimes parents decide the time has come sooner, whether the child is ready or not. If she is not ready, however, what should be a positive learning experience turns into a power struggle and very stressful time for the child as well as the parents.

It's important to remember that not all children advance at the same rate. In order for children to successfully accomplish new tasks, they must be both emotionally and physically mature enough to handle them. In the long run, waiting means less stress for everyone and success for the child in a shorter amount of time.

Don't compare

Waiting until your child is emotionally and physically ready also means not comparing him with others. Comparisons only serve to make you both feel that you somehow don't "measure up."

If Jimmy at five is still not ready to ride a bike while Brandon, at four-and-a-half is already popping wheelies, let it go at that. Our own son was six before he learned to ride a bike. Previous attempts on his friend's bike had ended in anger and frustration. He simply wasn't ready.

Later when he did express an interest, we bought him a small bike, and within two weeks he was riding without training wheels. There were no tears, and no stress — for any of us.

Other successes

Waiting until your child is ready also means looking for other ways to help her accomplish tasks. Some may say that by buying Velcro©-fastened shoes, we are raising a generation of kids who won't ever know how to tie their shoes. Not true. A child will learn to tie her shoes when she has the fine motor control. Until then, she still has the pride of fastening her shoes herself.

Pushing learning

Schooling is another major area where we tend to push. The formal learning experience often begins in preschool, but a child who is intimidated by large groups of children, who has no interest in work sheets, or who is unable to sit still is obviously not ready for such a structured environment. In this case, it may be better to keep the child home for another year and put him into other kinds of organized activities where he may feel less stress.

When we push our children during learning experiences, we create trouble where there should be none. Pushing only results in power struggles and a negative attitude toward learning because if a child repeatedly fails at tasks he's asked to perform, he begins to associate learning with failure.

The sense of accomplishment, on the other hand, is important to self-esteem. Allow a child to learn as he's ready, and you'll boost his self-esteem and show him that learning is fun, challenging, and positive.

Sandy Stiefer is a mother and freelance writer. She writes for children as well as adults.

Teaching children how to help around the house

By Corrie Player

Keeping house with one or more small people underfoot can be an exercise in futility. A one-year-old drags more pans out of the cupboard and smears more windows in ten minutes than you pick up or clean in three hours. And she has more energy than you do, too.

Teaching cleanliness

Teaching cleanliness takes patience, persistence and an awareness of how children develop.

Once you know what children can do at different times, you can prod them into action with a variety of methods. The accompanying story describes what you can expect at different ages.

What's a parent to do?

So how do you get a child to do what he's capable of doing?

Little kids are eager to help. Their favorite play is imitative. They work up a sweat following you around with a dust mop. But within a few years, they outgrow their eagerness and you are faced with actually getting that six-year-old to weed the petunias or nine-year-old to put away the laundry.

After many years of nagging and picking up after nine other people, I sat down and took a good look at the way my family was doing things. I also looked at the success my friends had in motivating and getting work out of their children. I realized that a parent who wants help without battling for it must remember two key words: praise and clarification.

Accentuate the positive

Motivating any child of any age to do anything hinges on praise. You cannot over-praise a child. And praise comes in many forms.

Saying, "You've been a big help!" is better than nothing. But saying, "That refrigerator shines! You pulled out the shelves and wiped the trim!" is much more ego-stroking. Also, such specific praise serves the purpose of clarification. The child knows why you are happy and is likely to repeat noticed actions.

I've also found that charts with gold stars or stickers are excellent praise vehicles. The most hardened lazy-bones will do things for tiny bits of paper that a week of yelling won't produce.

But you didn't tell me!

Clarification means letting a child know what he or she is expected to do, and what will happen if that expectation isn't filled. Charts are handy for clarification as well as praise. A chart posted in the kitchen might read:

1. All dishes washed, dried, and put away.
2. The floor swept and spills wiped up.
3. The sink cleaned out with cleanser.

If the dish-doer checks each point with a pencil attached to the chart, no leeway is left for a difference of opinion about what "finished" means. An unchecked chart and an unfinished job can mean no television, no overnight friends, or whatever punishment fits your family.

Demonstrate the task

While a chart or list works for older children, younger ones need a job to be demonstrated several times.

Instead of saying, "Clean the bathroom," take a six-year-old into the bathroom and show him how to wipe in, around, and behind the toilet. After the demonstration, let him do the job while you watch. At that point, when you say "clean the bathroom," you know his definition of clean is the same as yours.

Everybody works

When a family has years of entrenched laziness, training takes sustained effort. Sometimes dramatic gestures are needed — mothers go on strike or run away from home. But a family usually responds when you say, "Enough already! Everybody lives here! Everybody works here!"

Don't make the mistake of saying the kids are "helping me." Nonsense. They're helping themselves. If they eat off plates, they can cook what goes on the plates and wash the plates afterward. If they watch TV or play games in the living room, they can dust the TV and vacuum the rug.

Demonstrating, praising and following through take incredible amounts of time. Many mothers are too exhausted at the end of a work day to struggle; they just do it themselves. But if you expend extra energy now, you'll save a bunch later, and have a happier, cleaner home as well.

Corrie Player is the mother of eight children ranging in age from six to 22. Her articles about children and families have appeared in several national magazines. She holds a master's degree in education and English from Stanford University and teaches writing in public and private schools.

What you can expect

By Corrie Player

0 to 18 months

Toddlers are at the "take-it-apart" stage — unfortunately, they don't know how to put-it-back-together.

18 months to three years

At this stage, children can channel mobility into useful directions. They're great fetchers and takers and have good memories for where pans, diapers, and hand lotion are. They can save you many steps.

Two-year-olds love to put things into other things (hair pins into wall switches, checkbook into trash). Utilize this love by having them pick up toys and put them into a toybox or basket. Toddlers will work with someone but rapidly lose interest if left alone. Two-year-olds will also pick up trash and clutter in the yard.

Three-year-olds do a passable job of wiping up spilled milk.

3½ to 4 years

Three- and four-year-olds can do some honest to goodness housework. They can clear the table, put silverware around, and dry dishes. They can vacuum the middle of a room and dust.

Members of this group can put away their own clean clothes, if the drawers are marked with pictures of what goes into them. Four-year-olds still aren't great at putting toys away, but they clear the floor if you get them going.

4½ to 5½ years

Carelessness takes over at this stage. Duties which the child smiled through a few months ago are now dull and boring. Five-year-olds can pick up junk, fold clothes, sort laundry, wash low windows, and set the table. The trick is getting them to do those things.

Your main advantage is the fact that five-year-olds are chummy. Never again will children be as enamoured with mommy's presence as they are at five. Mom can play on this adoration by making household duties and meal preparation friendly activities rather than chores.

6 to 9½ years

Elementary school children have no interest in routine jobs. They are capable of loading the dishwasher, hand washing dishes, making beds, cleaning bathrooms, and sweeping the front walk. However, they seldom do anything more productive than picking up their feet.

10 years

Ten-year-olds are a gift from heaven, designed to preserve parental sanity. Just when I was positive I'd raised a lazy, no-good slob who would never hold a steady job, the child turned ten. She organized her siblings into surprising me by cleaning the entire house by the time I came home from work.

Some other ten-year-olds aren't quite so ambitious, but their long hours of day dreaming and ignoring shorten. They can keep their rooms picked up and beds made with little nagging. And they willl sometimes clean the refrigerator and mop floors.

11 to 14 years

Children in this stage revert to the sloppiness and disinterest of a year ago. But when motivated, they do laundry, iron, cook simple meals, and move light furniture to vacuum.

Sexism is rampant at this stage. Wise parents help their children be aware of different functions men and women fill without perpetuating stereotypes. Boys can babysit and polish silver; girls can clean the garage and shovel out the car.

16 and up

The growing maturity of this group makes them capable of most household chores. With newly acquired driver's licsenses, they take over chauffering. The newness makes them eager to drive anywhere, any time.

Some teens paint, do carpentry, and even lay carpet. Well-trained teenagers are the best thing since cold cereal, but they don't have much time, either. Many hold after-school jobs and/or participate in extracurricular activities. The key here is the same thing that worked with five-year-olds — togetherness.

Research Briefs

Excerpts from child development research

Sleep disorders common for one-to three-year-olds

Cambridge, Mass.—About 30 percent of tots between the ages of one and three have sleep disorders, according to the *Harvard Medical School Mental Health Letter.*

Sleep difficulties in young children can stem from the body's inability to make smooth transitions from one sleep state to another. Compared to adults, youngsters need twice as much sleep and extra REM (light sleep) time. In a typical 45-minute cycle, there is a "roller coaster alternation" between deep and light sleep.

If a child's rapidly growing nervous system balks at making these transitions, the youngster may actually experience frightening sensations of falling or jolting.

Growing Child Research Review
Volume 5 Number 4

"Time-out" should be short

Bergenfield, N.J.—When a child acts up and finds himself deposited on a chair or in his room for a theraputic "time-out" session, how long should he stay there?

Dr. Victoria Lavigne recommends telling the child he will stay in the time-out spot until he can be quiet. Once the child has calmed down, an additional minute is all that's needed.

Parents sometimes try to make the punishment fit the crime by ordering longer time-out periods for more serious infractions. This is fine for children over six, but confuses younger ones who quickly forget why they're being punished.

Growing Child Research Review
Volume 5 Number 1

These brief reports are presented to add to readers' general knowledge of research being done in the child development field. Inclusion of an item does not imply that Growing Child recommends any particular practice, theory, or finding.

Early academics may be harmful

Lafayette, Ind.—Academic instruction in preschool may be a disadvantage in kindergarten, a Purdue University professor says.

Research shows that early stress on academics does not give children a long-term competitive advantage. In fact, it may create "kindergarten burnout."

As the academically advanced youngster sits through material she has worked with for years, boredom and frustration set in. The energy that would have gone into learning may emerge as behavior problems.

Preschools can play a major part in *preparing* children to study academic subjects. A structured program can nurture their curiosity and encourage them to lengthen their attention spans through activities and concepts that interest them. Preschool also gives children a chance to do things they might miss at home. Play is the teaching medium, rather than workbooks and lessons.

Growing Child Research Review
Volume 5 Number 4

The American Baby TV Show

On CBN Cable Network

Mondays	11:30 AM ET	8:30 AM PT

On TEMPO Television (formerly SPN Cable Network)

Tuesdays	11:30 AM ET	8:30 AM PT
Wednesdays	8 PM ET	5 PM PT
Thursdays	2 PM ET	11 AM PT
Fridays	4:30 PM ET	1:30 PM PT

A Journey Through the First Year of Life

On CBN Cable Network

December 4	8 PM Eastern Time

On TEMPO Television (formerly SPN Cable Network)

December 11	11 PM Eastern Time

Check local listings for channel.

Activities

When doing these or any other activities, please be careful! Do not leave long strings, small pieces, or sharp objects where young children can reach them.

BABY

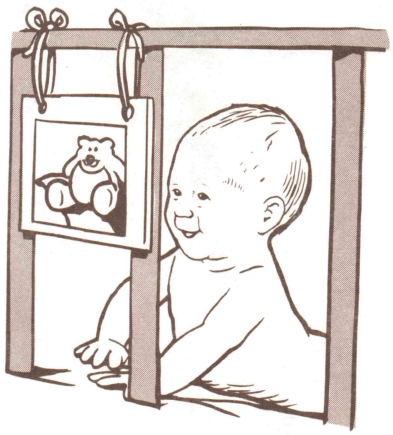
FIRST PICTURES

You need:

- Magazines
- Cardboard, scissors, glue
- Markers, yarn, paper punch, tape

You do:

Cut out or draw simple, colorful pictures or patterns. Look for faces, bold geometric patterns, or black and white designs. Glue each picture on a piece of cardboard and fasten it to the bars of the playpen or crib, low enough so the baby can see them. Change pictures often.



TODDLER

BOWLING

You need:

- Liter size plastic bottles (the kind soft drinks come in)
- Sand
- Soft ball

You do:

Put about a cup of sand in each of ten empty liter size plastic bottles. Line them up like bowling pins in a hallway and let toddlers "bowl them over" with a soft ball.

PRESCHOOL

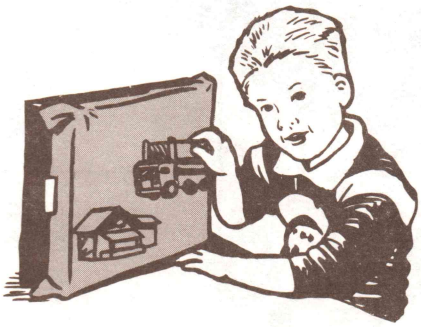
FLANNEL BOARD

You need:

- Piece of heavy cardboard or box lid
- Cotton flannel and felt
- Tape, glue

You do:

Cover a box lid with cotton flannel, taping it down well on the back side. Cut out colorful pictures of familiar objects and glue them onto cardboard. Glue a piece of felt to the back of the cut-out (the felt will stick to the flannel.) Great for story-telling and make-believe.



Fun things to do in December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Growing Child A Division of Dunn & Hargitt, Inc. For children 6 months to 6 years		1 What adjectives begin with the first letter of Youngster's name? Amazing Andy	2 Make up a "what if" story. What if . . . you could fly?	3 Roll a pine cone in peanut butter and put it out for the birds.	4 Go bowling! Set up empty cans and roll a ball at them.	5 Walt Disney's birthday. Sing the Mouseketeer song and have a piece of cheese.
6 Saint Nicholas Day. What did this man do?	7 Tie (Christmas) bells on shoelaces.	8 Summer Fun! Wear your swim suit in the bathtub!	9 Trim toe and fingernails after a bath (when they're softer).	10 Go through the house and find things that are in pairs.	11 When you're out shopping, close your eyes and listen. What do you hear?	12 Donate canned goods to a charity. Explain to Youngster why you do this.
13 Make a homemade holiday greeting to send to a special friend or relative.	14 Draw a Christmas picture on a small paper plate. Date it and hang on the tree.	15 Leftover ribbon is an inexpensive toy. Adults supervise young ones.	16 HANUKKAH	17 Spread cream cheese on bread and use thin pretzel sticks to make a Menorah.	18 Hugs and kisses under the mistletoe.	19 Make latkes for dinner. (Potato pancakes)
20 Read "Stopping by Woods On A Snowy Evening" by Robert Frost.	21 Go on a nighttime drive and look at the Christmas lights.	22 Wear red and green today.	23 Sing your favorite Christmas carols.	24 Read " 'Twas the Night Before Christmas," by Clement C. Moore.	25 MERRY CHRISTMAS!	26 Sleep late, eat leftovers, and play with Youngster and his/her toys.
27 Give Youngster leftover wrapping paper to color.	28 Walk outside in the snow and look at your footprints.	29 Play hide-and-seek with the whole family.	30 Practice saying your name out loud—Mary—Ann—Smith.	31 Growing Child wishes you a happy and blessed new year!		

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Growing Parent®

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Your first Christmas with baby

By Marjorie Flathers

The holidays are a time not only of joy and pleasant feelings, but also of increased demands on time and energy. For parents — new or experienced — this season can be especially overwhelming. Here are some sensible and practical suggestions for enjoying the season with a new baby.

You've given birth to your baby, have adjusted to this new person living in your home, are enjoying the growth and change taking place each day. Suddenly it hits you: Christmas is coming!

How will you fit in shopping, card-writing, gift-wrapping, baking, decorating, and party-going with all the other baby care and homemaking tasks you are already doing, and perhaps, a job outside your home as well? The whole thing may seem overwhelming at first, but you can have happy holidays with your baby if you do a little planning now for the weeks ahead.

Rethink roles

• First, think about what your role during the holidays has been over the years. Are there many get-togethers you are expected to attend? Have you become the person everyone else looks to as the organizer of "the best Christmas ever?" Possibly you have come to put increasing pressure on yourself, thinking it just won't be Christmas if you don't do everything the traditional way.

With a new baby around, you will need to rethink some of your holiday priorities. The following suggestions will not only "get you through" the holidays but also will help you to enjoy them in a new and different but still meaningful way.

Skip Santa

• Resist the temptation to take your baby to see Santa, particularly if this is your first child. The baby, of course, won't have a clue to what it's all about, and can easily be frightened by the noise, crowds, and the large person in a red suit and scratchy beard. If a picture for doting relatives is your aim, your chances of getting a really good one are slim. Snapshots taken in the peace and quiet of your own home will be appreciated just as much, and you can catch that sunny smile a lot easier.

Give gift certificates

• Maybe you haven't had a chance to finish (or even begin!) your shopping. In that case, consider gift certificates from favorite stores for friends and relatives.

Magazine subscriptions are another wise choice, either for general news or information periodicals, or for those that concentrate on a person's hobby or special interest.

Both gift certificates and subscriptions can usually be ordered by phone, and cards will be sent directly to the people on your list, or sent to you, if you want to wrap

Continued on next page

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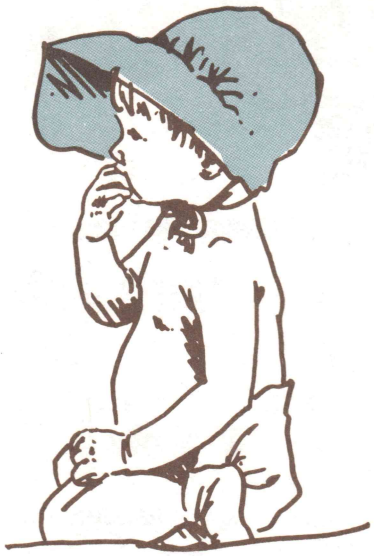
them as gifts. Done this way, a large part of your gift-buying can be taken care of in a couple of hours, without having to leave home.

Be good to yourself

• If you do need to go out to do some shopping, with or without baby, remember to be good to yourself, too. Coming home with a special treat, such as a new bath oil, a paperback book you can look forward to reading while baby's napping or nursing, or an already-prepared take-out dinner (or maybe even all three, if the day's been extra-long) can go a long way towards relieving those tired feet and aching back.

Don't overspend

• Go slow with presents for baby. It's easy to get carried away, with all the enticing items available. Remember that gifts mean very little to a child under one year. So your time, money, and energy can be put to better use in other ways. Place that giant teddy bear under the tree if it makes *you* feel in the holiday mood, but otherwise a few simple learning toys and perhaps some clothes to grow into are all that's necessary.



Cut back on crafts

• No matter how tempting articles in popular magazines are, don't get involved in elaborate decorating and craft projects. Even though you may love crafts and the pictures leave your fingers itching to get started, remember that you will have many other years to indulge your creative urges.

If your baby has already learned to walk, you'll need to keep decorations at a minimum, anyway, and it's smart to emphasize unbreakable and touchable ornaments. Save the antique angel, the crystal bell, and the ceramic elves for later years when you can explain how special these decorations are. Maybe you find doing needlework or other crafts at odd moments relaxing, so you might be able to fit in a few small and simple things to do, but the best advice here is: Proceed with caution.

Learn to say "no"

• This same tip is true for get-togethers with family and friends. Pick and choose those which appeal to you most, and say a polite but firm "No, thanks" to the others. While you probably will enjoy a few evenings out, over-scheduling can cause frazzled nerves and short tempers.

When you do attend a party, beg off bringing homemade "goodies," even if you have a reputation for a specialty. The baby can be the contribution relatives will enjoy most at family gatherings. At other functions, offer to bring store-bought items, such as candy, dried fruit, or mixed nuts. As an alternative to attending many parties or other get-togethers, you may want to hire a baby sitter and plan a quiet evening with your spouse. This could turn out to be the most memorable time of all during a busy season.

Make quiet time

• One of the most important aspects to remember is to keep baby and household chores to an absolute minimum. Whether your child is an infant or toddler, and whether you have an outside job or are a stay-at-home mom, be sure to allow plenty of quiet time to hold and rock your baby, while enjoying soft Christmas music and looking at the flickering tree lights together. This is the very best gift you can give your little one.

This Christmas can be "the best ever" if you let go of rigid ideas and just allow it to happen.

Marjorie Flathers is a free-lance writer who lives in San Bernardino, California, and writes on subjects of interest to women and families. She has been married 26 years and is the mother of three children.

Study nature every month of the year

By Evelyn Witter

Because children like to go outside (and take you with them) almost any day of the year, here is a "calendar" of nature studies guaranteed to make enjoyable learning adventures of your outdoor jaunts.

January

If you know where there is a white birch tree, you will find that under it the ground is peppered with curious specks. Under a magnifying glass you can see that each one of the specks looks like a miniature eagle or hawk, with wings and tail spread. These are "seedbirds" from the birch's seed catkins.

February

It is a charming surprise to find that during this month the pussy willow is pushing out its little gray, soft buds from their brown scales.

March

Since March is the "wakening month," animals appear which have been asleep or hiding through the cold months. The badger and the chipmunk are among these. Pictures of these animals are readily available at most libraries. Pictures of migrating birds are available also.

April

In April, nature is awake for the summer and every day new growths are springing up. The trees are pushing out their first burst of tender green, and many are in blossom. The lengthening and opening of bud scales give varied tints of red; many leaves are rosy or lilac-tinted when they first open.

May

The trees in May offer many lovely sights. The horse-chestnut is in bloom and its upturning branches, like the arms of a candelabra, are each tipped with a white blossom cluster pointed like a candle flame.

Also in May, the majority of field flowers are coming into blossom and there are a great many different kinds of butterflies on the wing.

June

June is the high-tide of the year's life. Gardens are so lovely and flowers so luxuriant, you need not search hard for nature's beauties.

July

This month you are very apt to interest your child with some unusual discoveries. For example, if you come upon a sassafras bush, dig out a bit of the fragrant, delicious root to chew for its spicy flavor.

August

Hay and grain fields have turned from green to yellow. Shafts of these around the house are both decorative and timely. The story of August is in easily available materials: the feathery, ballooning seeds of the dandelion, milkweed and cattail. Even the simple things are a guide to a finer appreciation of the wonderfully conceived universe we live in.

September

This is a good time to do "cocooning." Bring home the cocoons you find and put them away in a shoe box. Before storing the cocoons, you and your child might try to identify them with the aid of pictures of cocoons (which a librarian can furnish you). Lay each one on a piece of paper marked with the name you two have decided on. Then sometime next April bring the box out and take a look at the collection.

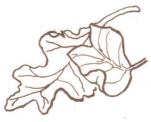
October

This is the best time to search for yellow, scarlet and purple-hued leaves. The nicest leaves can be pressed and saved between sheets of wax paper or they can be used to create montage designs on paper.

November

November is a good month for appreciating winter birds and helping them survive.

To make a simple bird feeder, use two orange halves which have been scooped out. Punch two holes into the top of each half, through which string to hang the "orange baskets" can be drawn. Fill one orange half with water and the other with bread crumbs or seeds, and hang them from a bare branch where they can be watched from a window.



December

This month is a good time to search for birds' nest and learn how they are made.

Evelyn Witter is a writer, part-time teacher and workshop leader. Her work includes fiction and non-fiction for children and adults.

Let's show kids a little respect!

By James C. Ousley

How do young children perceive what adults say, and are they entitled to some respect?

"I'm going to take your nose right off your face!"

That is what I heard a parent, straight-faced, tell his three-year-old daughter in a restaurant. The statement was accompanied by a lunge at the perplexed and somewhat anxious little girl, who obviously did not know whether Daddy was serious or not.

Most of us have played the game of grasping someone's nose, pulling, and then showing the captured nose (really one's thumb) between two fingers. However, this is usually done with someone of an age who can understand that this is only play. I'm not certain the three-year-old in the restaurant understood this.

To me, sitting a couple of tables away, the father's tone of voice, facial expression, and physical movement looked like a threat of bodily harm to coerce the child into "behaving" at the table. It seemed to me that there was certainly a better way to tell the child that she needed to stop mashing her peas.

How you say it

The way one speaks to very young children needs to be considered from two important angles.

First, how does the child perceive what is said? An adult usually knows that people don't mean it when they say, "I could just kill him for doing that." Children, especially very young ones, often have not had enough experience to know that what is said is not always to be taken literally.

Young children also tend to take things at face value and to be concrete and specific in their way of looking at things. There's an old story about the boy who asked where he came from and his mother went into a long explanation of the birds and bees. Then the child said, "Gee whiz, Joey, said *he* came from Philadelphia."

So when we say to a child, "Stop that or I will . . . pull your nose off . . . throw you out the window . . . break your arm . . ." how can we be sure that the child won't take the threat literally and be afraid we really will do what we said?

The other side of the coin is that when the threat is not carried out and the child does *not* have his nose pulled off, he begins to learn that there are no consequences for his actions other than additional nagging and scolding.

Get some respect

The second aspect of communicating with children is "Hey, I don't get no respect!"

While some people make the mistake of treating children like "little adults" and expecting too much of them, we can certainly be respectful enough to not talk nonsense in terms of threats or possible consequences for actions.

Many times, particularly in situations of potential danger, a simple, "I would like you to slow down," or "I want you to stay with me," will suffice. If it doesn't, physical restraint (hand-holding) may be in order. Also, the parent may need to look at the broader issue of *why* the child is not responding to direct requests.

The "Do unto others as you would have them do unto you" rule applies when relating to people of any age. Communicating at an individual's level of understanding, considering feelings, being courteous and polite, and avoiding sarcasm are all that most people ask. Kids are people too, so let's show them a little respect!

James C. Ousley is a four-time grandparent, a former educator of some 25 years, and presently a freelance writer. He holds a doctoral degree in special education and travels extensively.

Research Briefs

Excerpts from child development research

Children can start fires with butane lighter

Boston—A disposable butane lighter is not safe from children's tiny uncoordinated fingers. Even an 18-month-old can turn such lighters into deadly "sparking" toys.

Tots push the lighter along the fabric surfaces of bed, sofa, chair, or rug. Held at an angle, the gas valve opens and the lighter lights.

To date, more than 120 children under five have died as a direct result of fires caused by their use of butane lighters.

Growing Child Research Review
Volume 5 Number 8

Car seats proved safer

Ann Arbor, Mich.—The law mandating that children under four be buckled into car seats has been on the books for several years now and the state of Michigan has already documented a 27 percent drop in the number of youngsters injured in auto crashes.

Even so, parents have a long way to go in learning to use the safety devices consistently and efficiently.

A random examination of 817 vehicles with child passengers found that:

- One out of every four children under the age of four was not restrained at all.
- Of the 75 percent who were in car seats, two-thirds were harnessed incorrectly.
- While 92 percent of the babies under a year old were riding in car seats, only 55 percent of youngsters in the one-to-four age range were.
- Parents who were in the lowest income bracket, unmarried, non-white, and over 40 had the worst record for car seat use.

Growing Child Research Review
Volume 5 Number 10

These brief reports are presented to add to readers' general knowledge of research being done in the child development field. Inclusion of an item does not imply that Growing Child recommends any particular practice, theory, or finding.

Why do youngsters obey?

Washington—Much attention is given to toddlers' refusal to obey adult orders, while little notice is paid when little ones do comply. A research team studied why children obey.

Obviously, the young child is in no position to deny adult power and authority. Fear of loss of approval or punishment competes with a strong developmental urge to "dare" a show of independence. But the experiment revealed another common motive for obedience: the sheer pleasure children get from being able to fit their actions to the words of others.

The experiment involved twelve 18-month-olds. After a warm-up period, the experimenter took an item from a bag, invited the child to examine it, then told the child what to do with it. Typical: "Use this tissue to wipe that doll's nose."

Results: Ten of the toddlers did exactly as instructed, promptly and enthusiastically. They looked forward to the next command and performed in a lively, animated way. The results point up children's pleasure in obeying commands, and the link between obedience and a sense of accomplishment when they carried out spoken commands.

Growing Child Research Review
Volume 5 Number 8

The American Baby TV Show

On CBN Cable Network		
Mondays	11:30 AM ET	8:30 AM PT
On TEMPO Television formerly SPN Cable Network)		
Tuesdays	11:30 AM ET	8:30 AM PT
Wednesdays	8 :00 PM ET	5:00 PM PT
Thursdays	2 :00 PM ET	11:00 AM PT
Fridays	4:30 PM ET	1:30 PM PT

A Journey Through the First Year of Life

Check local listings for times and channels

From all of us to all of you:
Happy holidays and best wishes for the new year!

Front row: Linda Stonebraker, Carol Robinson, Iris Dean, Cheryl Bible, Candy Penrod.
Second row: Louis Lukac, Elly Vauters, Laura Spera, Nancy Studer, Shirley Wagner, Sue McGee, Judy Hart, Dorothy Fuller, Rosemary Allen, Jackie Tweddell, Mindy Boyer.
Third row: Dennis Dunn, Jesty Salvo, Laura Ball, Ed Nelson, George Evans, Pam Linn, Nancy Kleckner, Jane Meadows, Lisa Walton, Pat Payne, Al Harnish, Paul Gordon.
Back row: Kim Whiteaker, Jim McGee, Barb Howell, Jim Freeman, Karen Lowry, Evelyn Barrett, Donna Worthington, Bruce Graves, Linda Chadwell, Eric Deck, Lynn Holland, Gary Shoaf, Rob Payne, Richard Koons, Calla Wooldridge, Yvonne Terry. Not pictured: Jon Berger, Mildred Brand, Martha DePoy, Ryan Deweese, Mark Fitch (photographer), Russ Flynn, Sharon Graves, Rita Henderson, Louise McConnell, James R. McGee, Elfriede Middleton.

Activities

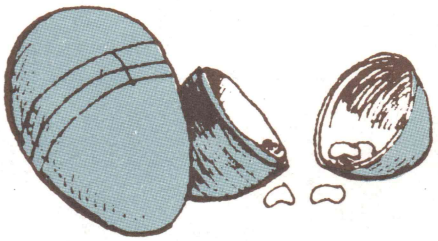
When doing these or any other activities, please be careful! Do not leave long strings, small pieces, or sharp objects where young children can reach them.

BABY

ROLLING RATTLE

You need:
- Empty egg-shaped plastic container
- Beans or pebbles
- Tape

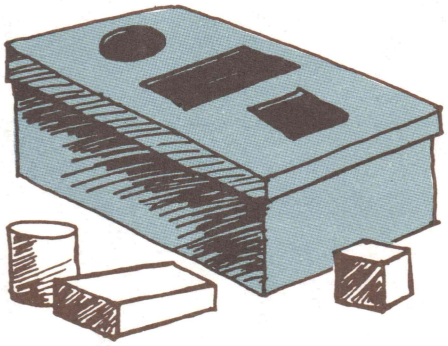
You do:
Put some beans or pebbles into an empty egg-shaped container and tape securely closed. As baby pushes it along the floor, it will roll and rattle.



TODDLER

SHAPE SORTER

You need:
- Shoe box or round container with plastic lid
- Blocks of different shapes
- Scissors or knife



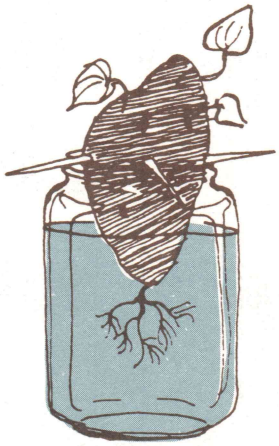
You do:
Gather blocks of various shapes (round, square, rectangle, triangle). Trace around each one on the cover of the container and cut out with scissors or knife. Show toddler how to push the blocks through the same shape openings.

PRESCHOOL

SWEET POTATO PLANT

You need:
- Sweet potato with small buds
- Toothpicks
- Jar

You do:
Put toothpicks around the middle of the potato and put it in a glass jar filled with water. Place in a shady spot and add lukewarm water every few days. Soon the roots and leaves will begin to grow. Move to a sunny spot.



Fun things to do in January

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
HAPPY NEW YEAR!! Growing Child — A Division of Dunn & Hargitt, Inc. For children 6 months to 6 years					**1** Happy New Year! Good luck kisses for the whole family.	**2** Eat supper on paper plates.
3 Take a nap together.	**4** What season is it now?	**5** When Youngster is stressed, lay her on her stomach and stroke her back.	**6** Count hot pads in the kitchen.	**7** Warm bagels for a snack. Baby will enjoy teething them, too.	**8** Tape record your voice reading a favorite story; she'll have it when you're away.	**9** Glue a pretty picture from a magazine on to cardboard. Cut up into pieces to make a puzzle.
10 Wrap three rubber bands around a tissue box to make a guitar.	**11** Cut a grapefruit in half, scoop out the inside, fill with birdseed and set outside.	**12** Learn the words to a new lullaby.	**13** I love you because: _____	**14** Look for circles in the house; draw circles; color them.	**15** Put on some music and dance.	**16** Attend a local basketball game.
17 Make a snowman outside, or draw one if you don't have any snow.	**18** Martin Luther King Day _____ A. A. Milne's birthday.	**19** Look for things in your house that are red.	**20** Mix crunchy cereal with yogurt for a yummy snack.	**21** Build a tower with blocks.	**22** Play with magnets on the refrigerator—no small pieces for little ones.	**23** Bring some snow inside and watch it melt.
24 String macaroni on a shoe-lace. / **31** Go for an afternoon walk.	**25** Draw a picture on a chalkboard.	**26** Put various objects in a bag and let Youngster reach inside and touch them.	**27** Whisper sweet nothings to each other.	**28** Give Youngster a knee ride.	**29** Look through a magazine for people with red hair.	**30** Bake bread and let Youngster "knead" it with you.

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